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ABSTRACT

Disadvantaged minority students were provided with training in clerical skills and general business procedures and reinforcement of communication and computation skills through application in an office setting. Seniors from Meriden Public Schools were paired with minority adults who were successful role models involved on a career path at the Aetna Life and Casualty Employee Benefits Division. Cooperative work experience was provided for a half day four days per week. The Attitude toward Work Test was administered as a pre- and posttest. Positive changes in attitude were recorded on two sub-objectives; pretest scores for the remaining three sub-objectives were positive and little room for growth remained. Of 25 items, 17 manifested positive changes. Results included employment opportunities for students and improvement in school attendance. (Following the 14-page narrative are extensive appendixes, including program procedures schedule; board of education orientation packet; Aetna orientation packet containing employee policies and programs, performance evaluation form, and exercises; evaluation forms; student workshop outlines; advisory committee materials; and newspaper clippings.) (YLB)

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BUSINESS OFFICE SKILLS DEVELOPMENT:
AETNA COOPERATIVE WORK EXPERIENCE PROJECT

ED251650

FINAL REPORT

PREPARED FOR

CONNECTICUT STATE DEPARTMENT OF EDUCATION
DIVISION OF VOCATIONAL AND ADULT EDUCATION
BUREAU OF VOCATIONAL PROGRAM PLANNING AND DEVELOPMENT
HARTFORD, CONNECTICUT 06115

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THIS PROJECT WAS SUPPORTED BY FUNDS MADE AVAILABLE
TO CONNECTICUT THROUGH THE VOCATIONAL EDUCATION
ACT OF 1976, PUBLIC LAW 94-482

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BUSINESS OFFICE SKILLS

DEVELOPMENT:

AETNA COOPERATIVE

WORK EXPERIENCE PROJECT

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BUSINESS OFFICE SKILLS DEVELOPMENT:

AETNA COOPERATIVE WORK EXPERIENCE PROJECT

PROJECT OBJECTIVE

This will provide disadvantaged minority students with reinforcement of communication and computation skills through application in an office setting. Students will develop and apply basic clerical skills and general business procedures. Business office equipment and technology will be a priority experience not available in the school setting. Students will be paired with minority adults who are successful role models involved on a career path. The project will also provide students with experience by which they will be able to affirm or disregard clerical employment. It is hoped that this project will continue to be a joint venture of the Aetna Life & Casualty and the Meriden Public Schools.

PROJECT DESIGN

Training will include project cooperative work experience for a half day for four days per week. Additional work experience may be available to those students who instructional schedules permit. The Business Office Education faculty of the students involved from both high schools will work closely with the Division staff to complete all design components to assure the project success for project students and for all other subsequent minority and non-minority students.

PROJECT SETTING & TRAINING

The Aetna Life & Casualty Employee Benefits Division's new location on the Meriden-Middletown line is the project site. The Division has been providing work study experience for high school and college students and is committed to this concept. The most modern equipment and facilities are available to students. The training for these students will be based on the Division's successful curriculum experience and the instructional business office education program in both high schools. Individual student needs not met by both these curricula will be fulfilled by individual instructional support made available through the project. This support will be available to underscore classroom instruction and Division training and in an individual way to help students.

PROJECT EVALUATION

Periodic performance evaluations will be presented to each student and their teachers by Division supervisors so that areas requiring improvement will be clearly identified along with the strategies necessary to achieve improvement. Criteria utilized to determine the degree of success of the Project and the Project's impact on students are: pre/post assessments of the target population's knowledge of communication, computation and clerical skills; the Division work performance evaluation for each student based on individual work plans involving a range of tasks jointly formulated to work on a temporary and also on a permanent basis. Students will receive academic credit based on their work performance which is jointly assessed by high school faculty and work setting personnel. This project will be treated with the same importance as all other high school cooperative work experience programs.

INTRODUCTION

Statement of the Problem

There is a need to assist minority disadvantaged students to develop employability in areas where unemployment exists. Meriden's Orville H. Platt High Schools' minority population is 171 or 14% Hispanic and 96 or 8% black and Francis T. Maloney High School's minority population is 179 or 13.5% Hispanic and 79 or 6% black. Providing the students with entry level employability skills and with actual work experience is a major concern. Coupled with this is the need to assist the students to obtain employment in organizations that offer demonstrated opportunity for advancement in addition to entry level employment. This project addressed these needs.

The target population for this project was 25-30 disadvantaged minority students who demonstrated the interest and aptitude to participate and who had faculty recommendation and parental consent. Twenty-seven Hispanic and black students qualified. They were seniors who had at least one course in the business office education program, had performed satisfactorily, responded positively to an explanation of the project's opportunities and obligations.

The Aetna Life & Casualty Company has had extensive success in cooperative work experience programs and minority employment programs. It has made a commitment to hire on a temporary or permanent basis a sizeable portion of candidates who successfully completed the program. Aetna representatives have already offered permanent employment to some participants in this program and they are preparing a summer employment program for the others. In addition, they provided workshops in communication procedures, modern office equipment, and job search skills to assist students in seeking employment.

Rationale

In the City of Meriden, minority unemployment of 40.3% closely resembles the national pattern (Connecticut Labor Department Employment Security Division, Office of Research and Information: Estimated Total, Women and Minority Unemployment by Labor Market Area, September, 1982). Although data are not available for minority teenagers, there is little doubt that the unemployment rate for this group is no better than the national pattern. Therefore, it is most important that every effort be made to provide disadvantaged minority students with employability skills in areas where jobs currently exist and are expected to exist on a long range basis. This project was concerned with these opportunities.

The high unemployment rate in Meriden has declined but it is still one of the highest in the State of Connecticut at approximately 8%. The unemployment rate is higher for students graduating from high school and entering the labor market. Of special concern are the minority students for whom employment is sometimes more elusive than for their non-minority classmates. Development of employability skills and application of these skills in an actual work experience setting enhances the employment opportunities for these students. Aetna's Employee Benefits Division program gave students the opportunity of acquiring clerical skills in a cooperative work experience setting.

Program Goals

1. Provide disadvantaged minority students with the opportunity to develop and apply basic clerical skills in the actual work setting of what will be the greater Meriden area's largest employer.

2. Develop an ongoing relationship between the Aetna and the high schools in the form of a cooperative work experience program for disadvantaged minority students.
3. Provide students with the possibility of paid employment during vacation periods and with employment following graduation.
4. Establish an effective, productive relationship between the Meriden Public Schools, especially its high schools, and the Aetna Life & Casualty Employee Benefits Division.
5. Share resources between the Aetna and the Meriden Public Schools.

Program Objectives

1. Provide disadvantaged minority students with a reinforcement of basic communication and computation skills through the application of these skills in a business office setting.
2. Assist students to develop and apply basic clerical skills in this setting.
3. Assist students to develop and apply business office terminology, communication and computation processes and procedures.
4. Assist students to develop and apply basic knowledge of business office basic equipment and technology.
5. Prepare these students for non-permanent employment during vacation periods.
6. Prepare these students for permanent employment following graduation.
7. Provide these students with experience by which they can affirm or disregard career clerical employment.
8. Provide these students with an opportunity to work with minority adults who are successful role models and who are on a career path jointly determined by them and their supervisory personnel.
9. Be afforded high priority to continue as a joint venture by the Aetna Life & Casualty and the Meriden Public Schools.

PROJECT DESIGN

Procedures

The project plan called for the training of 25-30 disadvantaged minority students in clerical skills in an actual business environment. The selection of the students for this program was done in the spring and fall of 1983 by the Guidance staff, the Business Department chairpeople, the Program Tutor/Coordinator, and Program administrators. The selection was based on the following criteria: minority disadvantaged, one or more business courses in the student's program; 15 credits earned by the end of the junior year; parental approval of the program; and availability for early dismissal. Signed parental permission slips were obtained initially for all candidates and again for the final 27 candidates who qualified for the program.

A series of meetings and communications were implemented between Meriden Board of Education staff and Aetna personnel to identify roles of each party and to solidify program structure. Agreement was reached regarding program calendar, transportation procedures, absentee procedures, school closings, and student evaluation. A designated representative from Aetna and the Board of Education Program Tutor/Coordinator arranged to meet weekly to discuss program progress and needs as well as to relay information to other personnel involved.

A dual orientation program was developed for the students. The Business Department chairpeople, the Program Tutor/Coordinator and Supervisor of Continuing, Vocational and Career Education provided a pre-employment orientation the week prior to the program's inception. The Aetna staff provided a two day orientation workshop for the students during the first two working days.

Schedules and Time Lines

The program was originally scheduled to operate from January 30th through May 25, 1984. It was extended through June 7th at the request of the Aetna.

The students were placed on early dismissal programs. They were in school from 8:00 a.m. to 12:00 a.m. and worked at the Aetna Mondays through Thursdays, from 1:10 p.m. to 4:10 p.m. during school days. On Fridays, the students were required to stay in school all day. This was done for many reasons. It afforded the students an opportunity to meet with subject matter teachers for additional help, if needed. It provided an opportunity for individual meetings as well as group discussion sessions with the tutor/coordinator. Additionally, it allowed a time frame in which to operate workshops to expand student knowledge and to help prepare them for the job market. It also provided time to complete testing or informational surveys with the students. Finally, it allowed students the opportunity to work on improving their skills.

During holidays and vacation weeks, the students worked every day from 8:00 a.m. to 4:10 p.m. and a special bus transportation schedule was arranged. The students were not required to work during school cancellations, Good Friday and Memorial Day.

Project Staff

The project staff included eight Aetna personnel. A company vice-president was involved in the initial planning of the program. Subsequently, two officers from the Recruitment Division were given the responsibility of working with the Meriden Board of Education on the program development. One of these officers was designated as the individual to monitor the program and maintain continual contact with the Board of Education representative. The

three Aetna department heads who employed the students provided evaluations and weekly feedback on the students. Two educational specialists provided workshops in communication skills, present and future office automation, and job search skills.

Nine individuals represented the Meriden Board of Education. The Grants Administrator developed the program and was the overall supervisor. The Supervisor of Continuing, Vocational and Career Education developed the operational schedule and was the direct program supervisor. The program Tutor/Coordinator was responsible for daily monitoring of student activities, individual and group student counseling, obtaining information from student surveys, tutoring students if needed, and providing liaison with the Aetna representative regarding student absenteeism and school cancellations. He met weekly with this representative regarding student progress and reported the results to the Supervisor of Continuing, Vocational and Career Education. The business department chairpeople were involved in the student selection process and they were available for student counseling as well as supplemental skill instruction. The guidance department chairpeople were also involved in the student selection process and were available if students sought counseling. The Research Evaluation Specialist provided test and survey information and recommendations.

Technical and Advisory Assistance

Technical assistance was available from several sources. Representatives of the Connecticut State Department of Adult and Vocational Education were available to provide technical assistance and advice. The Research Specialist on the Meriden Board of Education staff was able to assist with test data and survey analyses. Educational specialists from the Aetna held several workshops for the students. Aetna supervisors provided evaluations on all students.

An Advisory Committee consisting of parents, students, Aetna personnel, and Board of Education personnel was constituted and met twice during the program. The perspective of all parties were reviewed. Ideas for strengthening the program and for future school curriculum changes were discussed.

Workshops and Meetings

The Board of Education staff provided an orientation workshop prior to the student job placement. This orientation covered procedural aspects of the program, the role of the tutor/coordinator, evaluations, job approaches, and discussions of a handout regarding the first week on the job.

The Aetna provided a two-day orientation program during the first two working days. This included the filling of forms, a review of Aetna policies and expectations, a visual presentation about the Aetna, meetings with supervisors and a tour of the building.

Workshops were provided in the school on Fridays by Aetna educational personnel. The workshop areas included Job Search Skills; Telephone Dynamics; Office Automation; and Careers at Aetna.

Surveys and Reports

There was a variety of student surveys and reports. A pre- and post-test survey was done on student work attitude. Evaluations on students were done by both the Meriden Board of Education staff and by the Aetna staff. Surveys were taken on student attendance and on student job duties. Periodic progress reports were provided to the Supervisor of Continuing, Vocational and Career Education by the Tutor/Coordinator. Finally, written correspondence was provided periodically to the State Department of Education by Meriden Board of Education staff.

Publicity and Dissemination

Publicity and information about the program was provided in several ways. An informational letter and permission form was provided to parents of potential candidates (Appendix A Pages A1 & A2). Both the Board of Education staff and the Aetna staff provided workshop informational material to the students (Appendix D Pages D1-D6 and Appendix E Pages E1-E22). A reception for students, parents, Aetna personnel, Board of Education personnel, State Department of Education personnel, and the press was given at Maloney High School by the Meriden Board of Education prior to the inception of the program. A second reception was given by Aetna for the same groups at the conclusion of the program. Articles describing the program were written in the Aetna news, the Board of Education Highlights publication, the Meriden-Record Journal, and the Hartford Courant (Appendix K Pages K1-K5).

The design used for this project worked very well. The only minor change will be in relation to the student workshops provided by the Aetna. They will be held earlier in future programs. The balance of the program will remain intact since it operated smoothly and effectively.

The Superintendent of the Meriden Public Schools was notified that an application submitted to the State Department of Education was approved for funding. All pre-program details will be completed so that students can begin work at the Aetna on October 1, 1984, which is the earliest possible date the project can begin.

SUMMARY

Attitude Toward Work

The Attitude Toward Work Test was administered on a pre- and post-test basis to participants in the Aetna Program. This instrument measures individual appreciation of the personal and social significance of work. This test evaluates the following factors: attitude toward preparing for an occupation; feeling that work contributes to self-confidence, self esteem, and self-actualization; belief that work leads to many benefits such as security, interpersonal contacts, friends, and things money can buy; acceptance of the desirability of the interdependence of people, of people all "pulling together", and belief in the value of work for our society.

Table I provides a summary of the pre- and post-test mean scores by sub-objective. It can be seen that positive changes in attitude were recorded on items related to the belief in the value of work for our society and in the acceptance of the desirability of the interdependence of people. The three remaining sub-objectives showed little gain. However, it should be noted that pre-test mean scores for these were high and positive and little room for growth remained.

Table II presents the mean pre- and post-test scores item by item. Also indicated is the attitudinal change over time.

The results indicate that 17 of the 25 items manifested positive changes, six resulted in negative change and one was unchanged. Summarizing the negative change items for diagnostic purposes, it was found there was some eroding of the convictions that people use what they learn in school, on the

TABLE I

MEAN SCORES BY*
SUBJECTIVE

	Pre	Post
Positive attitude toward preparing for an occupation.	32.5	31.8
Feeling that work contributes to self-esteem, self-confidence, and self-actualization.	31.4	32.5
Belief that work leads to many benefits, such as security, interpersonal contacts and friends, and things money can buy.	31.2	31.6
Acceptance of the desirability of the interdependence of people; of people all "pulling together".	31.8	33.4
Belief in the value of work for our society.	28.9	31.1

* Score multiplied by 10.

NM Attitude Toward Work
(Appendix I, Pages II-13)

TABLE II

MEAN SCORES BY ITEMS*

Items	Pretest	Posttest	Change
1	28.2	26.9	-
2	34.1	35.8	+
3	32.9	33.1	+
4	32.9	34.6	+
5	30.0	27.7	-
6	27.6	25.4	-
7	30.0	30.8	+
8	32.4	32.7	+
9	32.9	36.5	+
10	35.3	35.4	+
11	35.3	35.8	+
12	37.1	37.3	+
13	23.5	23.8	+
14	31.2	31.2	0
15	24.7	33.8	+
16	32.9	33.5	+
17	28.2	29.6	+
18	33.5	35.0	+
19	32.4	35.4	+
20	23.5	28.1	+
21	38.2	37.7	-
22	27.6	28.8	+
23	33.5	33.5	0
24	29.4	29.2	-
25	31.2	30.4	-

* Score multiplied by 10.

NM Attitude Toward Work
(Appendix I, Pages I1-I3)

job and that success on the job is related to how well one does in training on the job. The students enjoyed learning skills that would make them successful in their future occupation (Appendix I Pages 11-13 NM Attitude Toward Work Test.)

The cooperative program between the Aetna and the Meriden Board of Education proved highly successful. It afforded minority disadvantaged students the opportunity to earn substantial income as well as to use the business skills they learned. It provided exposure to positive role models and to a variety of job possibilities. It affected the student's attitude toward employment in a positive manner. It made them more sophisticated in terms of presenting themselves as potential employees and cooperating and interacting with co-workers. Finally, it gave them information about present and future office work trends. The program provided all the students with an opportunity for temporary employment and afforded some the opportunity for permanent employment. More important, it established a positive linkage between the Aetna and the Meriden Board of Education thus laying the groundwork for future programs.

The organizational structure established had anticipated all the situations which arose and consequently there were no unanticipated problems. Cooperation and communication between the Board of Education staff and the Aetna staff led to a program which operated smoothly and productively. There was continuing dialogue and good cooperation from all parties.

The Tutor/Coordinator started in November and completed all program details and the formal student-work segment of the program was operative from January 30th to June 7th of 1984. The students' Monday through Thursday academic schedule was from 8:00 a.m. to 12:00 p.m. and their work schedule was conducted from 1:10 p.m. to 4:10 p.m. Students utilized Friday afternoons to review and discuss the work week.

The program had a very positive impact on students. They were able to practice and improve their business skills in a large office setting. Their job experiences were quite varied as indicated in a survey (Appendix N Page N1) by the occupations' list which reflects their work responsibilities. The diversity of assignments and the number of students participating in any one area did not readily lend itself to formal measurement of skills.

In addition to the above experiences, participants were provided with workshops which helped to prepare them for their job roles as well as to educate them about communication techniques, business office automation, and the marketing of their own job skills.

Objectives:

Prepare students for non-permanent employment during vacation periods.

Prepare students for permanent employment following graduation.

Provide students with experience by which they can make an informed choice about careers in clerical employment.

Results

Employment opportunities became available as a result of this program. Three students have already received permanent employment. One declined permanent employment. Eleven have decided to go on for further schooling and are only available for summer employment. At the time this report was being prepared, the remainder were in the process of being interviewed for both permanent and summer employment.

Objective

Provide students with an opportunity to work with minority adults who are successful role models.

Results

Student participants observed and were in contact with minority role models including an officer from the Aetna Recruitment Division, the Board of Education Tutor/Coordinator, an Aetna educational specialist and a variety of co-workers.

Further Results

School Attendance

Improvement in school attendance was one of the additional positive benefits of the program. Compared to last year, participants' aggregate absenteeism during the first three months of the program declined from 70 to 43 days, a decrease of 39%. Their total attendance percentage from February through May was 94.42% compared to the systemwide high school average of 88.13% during the same period (Appendix O Pages 01-02).

APPENDICES

APPENDICES

- A. Letter to Parents and Permission Form in English and Spanish
- B. Program Procedures Schedule
- D. Cooperative Work Experience Minority Representation and Student Assignment
- D. Board of Education Orientation Packet
- E. Aetna Orientation Packet
- F. Scholastic Performance Report for Employer
- G. Aetna Performance Evaluation Form
- H. Workshop Outlines and Schedule
- I. NM Attitude Toward Work Test
- J. Advisory Committee Composition, Agendas, and Minutes
- K. Newspaper Clippings and Other Publicity
- L. Unsolicited Letter of Praise for Margarita Morales, Program Participant
- M. Board of Education and Aetna Reception Invitation Samples
- N. Survey Results
- O. School Absenteeism

APPENDIX A

LETTER TO PARENTS AND PERMISSION
FORM IN ENGLISH AND SPANISH



BOARD OF EDUCATION
MERIDEN, CONNECTICUT

City Hall, 142 East Main Street
Meriden, Connecticut 06450
Telephone: (203) 634-0003

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Louis D. Saloom
Deputy Superintendent

J. Russell Garris
Assistant Superintendent

January 3, 1984

Mr. Cristóbal Talavera
69 East Main Street, Apt. 501
Meriden, Connecticut 06450

Dear Mr. Talavera,

Evelyn has been selected as one of 'twenty-seven students to participate in a cooperative work experience program with the Employee Benefits Division of Aetna Life & Casualty in Middletown. The program will begin in late January and will require your daughter to work between twelve to fifteen hours per week. This work schedule will include three or four afternoons per week from 1:10 p.m. to 4:10 p.m. Evelyn will be paid \$4.40 per hour and will earn one-half credit toward graduation requirements. All students will be transported by bus from school to work and back again after work. All students can be expected to return home at about 5:00 p.m.

Please sign in the bottom right-hand corner of this letter to indicate that you want Evelyn to participate in the program. She should sign in the bottom left-hand corner. Your signatures also indicate permission to share with a few staff members at Aetna that Evelyn has had average, below average, or above average performance in her courses and in her school attendance.

The staff members at Aetna and the school staff members are very excited about the many benefits this program has for Evelyn and the other students. We urge you to approve her participation and encourage her best performance. Please return a signed copy of this letter to me by January 11, 1984. I will contact you in a few days about a reception and tour of the Employee Benefits Division for students, parents and school staff. Thank you.

Cordially,

Osvaldo Lugo
Program Tutor/Coordinator
238-3300

Student Signature

Parent/Guardian Signature

-A1-

23

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MERIDEN, CONNECTICUT

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Superintendent of Schools

Louis D. Saloom
Deputy Superintendent

J. Russell Garns
Assistant Superintendent

3 de enero de 1984

Sr. Cristóbal Talavera
69 East Main Street, Apt. 301
Meriden, Connecticut 06450

Estimado señor Talavera,

Evelyn es uno de los veintisiete estudiantes seleccionados para participar en un programa cooperativo de experiencia de trabajo con la División de Beneficios para Empleados de Aetna Life & Casualty en Middletown. El programa comenzará para fines de enero y requerirá que su hija trabaje entre doce a quince horas semanales. Este calendario de trabajo tendrá tres o cuatro tardes por semana de 1:10 p.m. a 4:10 p.m. A Evelyn se le pagará a razón de \$4.40 por hora y obtendrá medio crédito para cumplir con los requisitos de graduación. Todos los estudiantes serán transportados en autobús desde la escuela al trabajo y otra vez de regreso después del mismo. Se espera que todos los estudiantes regresen a sus hogares alrededor de las 5:00 p.m.

Para indicar que usted desea que Evelyn participe de este programa, favor de firmar en la parte de abajo derecha de la presente carta. Ella deberá firmar en la parte de abajo izquierda. Ambas firmas indicarán también el permiso para que parte del personal nuestro comparta con Aetna que Evelyn ha tenido un aprovechamiento escolar sobre el promedio, promedio o bajo el promedio en los cursos que ha tomado, así como en la asistencia a la escuela.

El personal de Aetna y los miembros del personal escolar estamos muy entusiasmados acerca de los beneficios que este programa tiene para Evelyn y los demás estudiantes. Exhortamos a que apruebe su participación y le estimule a realizar el mejor trabajo posible. Favor de volver firmada una copia de esta carta para el 11 de enero de 1984. En los próximos días nos comunicaremos con usted en relación a una recepción y gira de los estudiantes, padres y personal escolar a la División de Beneficios. Muchas gracias.

Cordialmente,

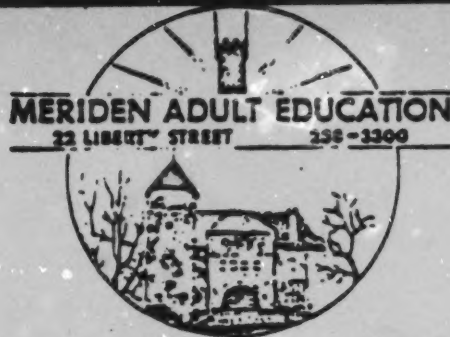
Osinaldo Lugo
Coordinador/Tutor de Programa
238-3300

Firma del Estudiante

Firma del Padre o Encargado

APPENDIX B

PROGRAM PROCEDURES SCHEDULE



ROBERT A. FEMIA
Supervisor,
Adult, Vocational and
Career Education

January 9, 1984

To: Martin Piccirillo
From: Robert Femia
Re: Aetna Program Informational Items For Mr. Hylton

I. Program Tutor Coordinator

1. Osnoldo Lugo

- a. Telephone - 238-3300
- b. Address - Adult, Vocational and Career Education
Office, 22 Liberty Street, Meriden, 06450

2. Duties

- a. Aetna contact person regarding daily program
operations and routine questions which may arise.
- b. Student contact person.

II. Student Profiles

- 1. Student profiles have been developed.
- 2. Mr. Lugo will deliver them to Aetna.

III. Transportation

- 1. Students will be transported to and from the Aetna via
school bus only.
- 2. Students will not go to work on days when school is
cancelled.
- 3. Students will not work on school vacation days when
severe inclement weather forces cancellation of the
bus run.
- 4. Mr. Lugo will notify the Aetna regarding:
 - a. School day cancellations.
 - b. Vacation day cancellations.
 - c. Student absenteeism because of illness.
- 5. No students may work on days they are absent from
school.

IV. Program Schedule

1. January 30th - May 24th
2. School Days
 - a. 1:10 - 4:10 P.M.
 - b. Monday through Thursday
3. Vacation Days
 - a. 8:00 A.M. - 4:10 P.M.
 - b. Monday through Friday
4. April 20th (Good Friday) - Students will not be going to work.
5. Project Calendar
 - a. School Days (59)
 1. January 30, 31.
 2. February 1, 2, 6, 7, 8, 9, 14, 15, 16, 27, 28, 29.
 3. March 1, 5, 6, 7, 8, 12, 13, 14, 15, 19, 20, 21, 22, 26, 27, 28, 29.
 4. April 2, 3, 4, 5, 9, 10, 11, 12, 16, 17, 18, 19, 30.
 5. May 1, 2, 3, 7, 8, 9, 10, 14, 15, 16, 17, 21, 22, 23, 24.
 - b. Vacation Days (11)
 - February 13, 20, 21, 22, 23, 24.
 - April 23, 24, 25, 26, 27.
 - c. Projected hours per student $(59 \times 3) + (11 \times 7) = 254$ hrs.
 - d. Projected maximum labor cost
 $27 \times 254 \times \$4.40 = \$30,175.20$

V. Orientation

- a. An orientation program will be held for the students at each school by the educational staff during January.
- b. An Aetna orientation program will be presented to the students on the first day of work, January 30th.

VI. Evaluation Instrument

Both business department chairpeople reviewed the evaluation instrument presented by the Aetna and felt it was similar in scope to our own and appropriate for the program.

VII. Course Credit

The mechanism for course credit has been developed by the business department chairpeople at each school.

VIII. Reception -- Date and Time

- a. January 23rd at 3:00 P.M.
- b. Location - Maloney High School library - 2nd floor

cc: O. Lugo
 B. Konicki
 R. Gilligan
 R. DeFalco
 G. Meoni

APPENDIX C

COOPERATIVE WORK EXPERIENCE

MINORITY REPRESENTATION & STUDENT ASSIGNMENT

COOPERATIVE WORK EXPERIENCE MINORITY REPRESENTATION

H = Hispanic
B = Black
M = Male

M	B	1. Marc Harding
	H	2. Carmen Sánchez
M	H	3. Luis Méndez
	H	4. Diana López
M	B	5. Patrick Rodrigue
M	H	6. Ovidio Fernández
	H	7. Loyda Soto
	H	8. Nydia Díaz
M	B	9. Timothy Johnson
	H	10. Carmen Y. Pagan
	H	11. Diana Bonet
	H	12. Gloria Febles
	H	13. Evelyn Talavera
	B	14. Cynthia Pinckney
	H	15. Nancy Torres
	H	16. Sonia Ramos
	H	17. Maritza E. González
	H	18. Eneida Cardona
	B	19. Theresa Thompson
	H	20. Juana González
	B	21. Patricia Jenkins
	B	22. Alicia Jackson
	H	23. Myrtha López
M	B	24. Doreon Moss
	H	25. María Oquendo
	H	26. Margarita Morales
	B	27. Sharon Spikes

COOPERATIVE WORK EXPERIENCE STUDENT ASSIGNMENT

<u>STUDENT</u>	<u>ASSIGNMENT</u>	<u>DEPARTMENT</u>	<u>SUPERVISOR</u>
Diana Bonet	TRS	Policyholder Admin.	Holly Franklin
Eneida Cardona	Issued Recon	Policyholder Admin.	Mindy Fiore
Nydia Diaz	Mail/File	Claim	Cindy Martin
Gloria Febles	TRS	Policyholder Admin.	Jackie Haywood
Ovidio Fernandez	CSU	Policyholder Admin.	Gary Coxe
Juana Gonzalez	Mail/File	Claim	Cindy Martin
Maritza Gonzalez	Reports	Claim	Rich Bonds
Marc Harding	Mail Desk	Policyholder Admin.	Karen Walstedt
Alicia Jackson	Draft Unit	Policyholder Admin.	Laurel Scialabba
Patricia Jenkins	Reports	Claim	Rich Bonds
Timothy Johnson	Mail/File	Claim	Cindy Martin
Diana Lopez	Type/Prem. Act	Policyholder Admin.	Arlene Turner
Mytha Lopez	CSU	Policyholder Admin.	Gary Coxe
Luis Mendez	Mail/File	Claim	Cindy Martin
Margarta Morales	Typist (Admin)	Claim	Linda Gronlund
Doreon Moss	Mail & Audit	Policyholder Admin.	Karen Walstedt
Maria Oquendo	Evidence	Policyholder Admin.	Betty Conrod
Carmen Pagan	Spending Accts	Policyholder Admin.	Mike Franconi
Cynthia Pinckney	Mail/File	Claim	Cindy Martin
Sonia Ramos	Mail & Audit	Policyholder Admin.	Karen Walstedt
Patrick Rodrigue	AEconomax	Policyholder Admin.	Sue Gergeron
Carmen Sanchez	Systems Dev/Op	Policyholder Admin.	Meg Parandes
Loyda Soto	Mail & Audit	Policyholder Admin.	Karen Walstedt
Sharon Spikes	Audit/Cost Con.	Claim	Richard Strickland
Evelyn Talavera	Reports/CMS	Claim	Dottie McCarthy
Theresa Thompson	Reports	Policyholder Admin.	Jim Read
Nancy Torres	SAMP	Policyholder Admin.	Marty Piontkowski

APPENDIX D

BOARD OF EDUCATION ORIENTATION PACKET

MERIDEN ADULT EDUCATION

27 LIBERTY STREET

238-1300



ROBERT A. FENLA

Supervisor,
Adult, Vocational and
Career Education

January 13, 1984

School Orientation Programs

Maloney High School - January 18th 1:30 P.M. Rm. 146
Platt High School - January 19th 12:30 P.M. Rm. 119

Agenda

1. Introduction
2. Work Site Placement
3. Work Calendar
4. Work Day
5. Salary
6. Transportation Procedures
7. Work Cancellations
8. Student Absenteeism
9. Working Papers
10. Aetna Orientation
11. Evaluation Form
12. Work Credit
13. Tutor - Coordinator Role
14. Job Approaches
 - a. Personal Grooming
 - b. Attendance
 - c. Attitude
 - d. Courtesy
 - e. Phone Techniques
 - f. Learning Names (notebook)
 - g. Employer-Employee Relationship
 - h. Problems or uncomfortable situations
15. Reception
16. Student Questions and/or Comments

Handouts

1. Project Calendar and Work Schedules
2. Transportation Run
3. Transportation Procedures and Work Cancellations
4. Evaluation Forms

GENERAL WORK SITE ASSIGNMENTS

Claims: Claims Department

P. A.: Policy Holder Administration Department

Claims Nydia Diaz
P.A. Diana Bonet
P.A. Gloria M. Febles
P.A. Ovidio Fernandez
Claims Maritza E. Gonzalez

P.A. Marc Harding
Claims Timothy A. Johnson
P.A. Diana E. Lopez
Claims Luis Mendez
P.A. Carmen Y. Pagan

Claims Cynthia R. Pinckney
P.A. Sonia Ramos
P.A. Patrick L. Rodrigue
P.A. Carmen R. Sanchez
P.A. Loyda Soto

Claims Evelyn Talavera
P.A. Nancy Torres
P.A. Eneida Cardona
Claims Juana Gonzalez
P.A. Alicia C. Jackson

Claims Patricia Jenkins
P.A. Myrtha Lopez
Claims Margarita Morales
P.A. Doreon Moss
P.A. Maria Oquendo

Claims Sharon D. Spikes
P.A. Theresa A. Thompson

TRANSPORTATION

1. Students will be transported to and from the Aetna via school bus only.
2. Students will not go to work on days when school is cancelled.
3. Students will not work on school vacation days when severe inclement weather forces cancellation of the bus run.
4. Mr. Lugo will notify the Aetna regarding:
 - a. School day cancellations.
 - b. Vacation day cancellations.
 - c. Student absenteeism
5. No students may work on days they are absent from school.

PROGRAM SCHEDULE

1. January 30th - May 24th
2. School Days
 - a. 1:10 - 4:10 P.M.
 - b. Monday through Thursday
3. Vacations Days
 - a. 8:00 A.M. - 4:10 P.M.
 - b. Monday through Friday
4. April 20th (Good Friday) - Students will not be going to work.
5. Project Calendar
 - a. School Days
 1. January 30, 31.
 2. February 1, 2, 6, 7, 8, 9, 14, 15, 16, 27, 28, 29.
 3. March 1, 5, 6, 7, 8, 12, 13, 14, 15, 19, 20, 22, 26, 27, 28, 29.
 4. April 2, 3, 4, 5, 9, 10, 11, 12, 16, 17, 18, 19, 30
 5. May 1, 2, 3, 7, 8, 9, 10, 14, 15, 16, 17, 21, 22, 23, 24.
 - b. Vacations Days (11)
 1. February 13, 20, 21, 22, 23, 24.
 2. April 23, 24, 25, 26, 27
 - c. Projected hours per student $(59 \times 3) + (11 \times 7) = 254$ hrs.

CONTACT PEOPLE

1. Mr. Lugo 522-9504 (Home) 238-3300 (Office)
2. Mr. Femia 237-8698 (Home) 238-3300 (Office)

BUS RUN

TO WORK RUN:

12:30 P.M. Arrive Platt High School
12:35 P.M. Depart Platt High School
12:45 P.M. Arrive Maloney High School
12:50 P.M. Depart Maloney High School
1:10 P.M. Arrive Aetna

FROM WORK RUN:

Depart Aetna 4:15 P.M.

Proceed to Bee Street to East Main Street. Right on East Main Street to Murray Street. Right on Murray Street to Wall Street. Left on Wall Street to Liberty Street to East Main Street to State Street. Right on State Street to Camp Street. Left on Camp Street to Colony Street. Right on Colony Street to Kensington Ave. Left on Kensington Ave. to Gracey Ave. Right on Gracey Ave. to Quarry Lane to East Woodland Street to Woodland Street. Left on Woodland Street, returning to Kensington Ave. Right on Kensington Ave. to Lewis Ave. Left on Lewis Ave. to Springdale Ave. Right on Springdale Ave. to Windsor Ave. Left on Windsor Ave. to West Main Street. Right on West Main Street to Bradley Ave. Left on Bradley Ave. to West Bradley Ave. to Coe Ave.

STOPS:

Bee Street and Jodi Drive
Bee Street and Wynwood Road
Wall Street and Elizabeth Road
Broad Street and Wall Street
East Main Street and Catlin Street
State Street and Mill Street
Colony Street and Britannia Street
Kensington Ave. and Gracey Ave.
Gracey Ave. and Quarry Lane
Springdale Ave. and Lewis Ave.
Springdale Ave. and Windsor Ave.
West Main St. and Windsor Ave.
West Bradley Ave. and Coe Ave.

NOTE:

On the dates of February 13, 20-24 and April 23-27 students will be attending work from 8:00 A.M. to 4:10 P.M. The bus will commence the run at 7:00 A.M.

The A.M. run will be done in reverse starting at Coe Avenue and West Bradley Avenue.

The trials and tragedies of the first day or week on the job are very common in the everyday "world of work". It is not unusual at all for new employees to forget names and titles, feel unsure of themselves, wonder "Is this really what I want to do?", make mistakes, or even get lost. Employers expect new employees to have some of these problems during the settling-in period.

In an attempt to ease the situation, many companies have new employees go through training sessions and/or orientation programs. Some companies will pair the new worker with a long time, established employee. The new employee then has someone to come to with problems and questions. How a new worker settles into a new job is very important to both employee and employer. The sooner the employee learns the job, the sooner the company gets a productive worker. And the work attitudes developed by the new worker will determine the kinds of work habits and levels of productivity the worker will reach.

There are some key points the new worker should remember to ensure satisfaction with the new job:

1. Don't be afraid to ask questions. Ask and then listen carefully to the answer. Carry a note pad with you. There is nothing wrong with taking notes on information that is being explained to you. When asking questions, make certain you ask someone who will know the answers.
2. Learn what your duties and responsibilities will be from the start of your job. Don't find yourself coming to work for six weeks at 8:00 a.m. only to find out you were supposed to be coming in at 7:30 a.m.
3. Learn the names of your immediate supervisors and how they like to be addressed. Also, learn the names of your co-workers and their job duties.
4. Learn the general layout of your work area, i.e., location of tools, materials, supplies, and safety aids. Don't borrow from co-workers. **GET YOUR OWN!**
5. Learn the general layout of the company. Know where the cafeteria, restrooms, aid stations, telephones, fire extinguishers, and other emergency equipment are located.
6. Know your pay schedule and rate of pay. Different workers in the same company can be paid at different scheduled times. Make sure you know yours.
7. Be prepared for small, practical jokes that may be played on you by your co-workers: asking you to get a left-handed screwdriver, sky hook, or non-existent forms, etc. Keep your sense of humor. Usually these pranks are a sign of acceptance by your fellow workers. Fellow workers may know you can perform your job duties, but they also want to know if you will fit in and become "one of the gang".
8. Report any big mistakes you make to your supervisor. Don't be ashamed of making a mistake. Nobody's perfect. Report your mistake, then correct it. Avoid making the same mistake again. Your mistake may have effects you don't know about, so your supervisor needs to know. Besides, even if you don't report a mistake, someone else may. Also, if you are having any difficulty with your job, your supervisor needs to know.

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WHAT THE COMPANY EXPECTS OF ITS WORKERS

When we talk about a day's work for a day's pay, we are talking about more than just getting the job done. Apart from getting the job done, employers expect certain things:

1. Cooperation with everyone with whom you work, co-workers, supervisors, customers, everybody.
2. Honesty in being on time for work and working the full day, regular attendance, not using or taking materials, machines, supplies, or company property for personal use.
3. Initiative in looking for other work to do. Don't wait to be told what to do by someone else.
4. Willingness to learn things about the company and to learn how to do new and different jobs within the company. Promotion and salary raises are based largely on initiative and willingness to learn.
5. Willingness to listen to new instructions and directions carefully and to follow them exactly. Don't offer suggestions until you have tried the company's way and understand its reasoning.
6. Dependability in being at work and on time every working day. Finish all jobs assigned to you and be certain you have valid reasons for not finishing a job.
7. Enthusiasm and a positive attitude about your work. With this approach, you will find things about your job interesting, and your total function with the company will be an enjoyable one. Whatever your job, do and be the best you can.
8. Ability to accept criticism when you've made a mistake. When someone tells you to be more careful, that person is trying to help you to become a better, more productive worker. Don't take personal offense at constructive criticism about your work.
9. Loyalty to keep company matters confidential. Even though you don't like something about the company and its policies, don't discuss it in public. Concentrate on the good points of your job and your company. You'll enjoy your work a lot more.

APPENDIX E

AETNA ORIENTATION PACKET

ORIENTATION AGENDA

January 30, 1984

**** First Day ****

1:10 p.m.

Students Report to Middletown Site
(entrance/security area)

1:15

Move to Classroom 5

Distribution of Material

1:30

Welcome & Introductions

Overview of Orientation Schedule
& Sessions

1:45

AEtna Overview & Slide Presentation
"The Vision To Lead"

2:15

Forms, Forms & More Forms

2:45

Review of Policies & Program Issues

3:30

Building Tour

4:10

Dismissal

January 31, 1984

**** Second Day ****

1:10 p.m.

Students Report to Classroom 5

1:15

Introductions

Overview & Introduction to EBD

2:15

Recap PP&P Issues

2:30

Release for Policyholder Administration
Orientation

Release to Claim for Introduction to
Supervisor & Unit Orientation

4:10

Dismissal

AETNA-MERIDEN PUBLIC SCHOOLS
BUSINESS OFFICE SKILLS DEVELOPMENT
WORK STUDY PROGRAM

The Employee Benefits Division realizes that new employees want to know all about their jobs. As a work study student, you are a part-time (temporary) Aetna employee. In order to help orient you to your work study assignment, this material includes a summary of information that effects you.

The publication Working With You contains detailed information about the policies and programs that effect Aetna employees. During the course of your orientation, you will have the opportunity to discuss many of these policies and programs. In addition, a copy of Aetna's Personnel Policies & Programs is available for your use through your unit supervisor. If you have any questions about information in either of these publications, do not hesitate to ask your supervisor.

We welcome you to the Employee Benefits Division and wish you every success in your work study assignment.

TABLE OF CONTENTS

Work Schedule.....	1
Holidays & Vacations.....	1
Pay Program.....	2
Absences & Illness.....	2
Assignment of Duties.....	2
Performance Appraisal.....	3
Problem Resolution.....	3
The PP&P Manual.....	3

Appendicies:

Performance Evaluation Form

Results Planning & Performance Appraisal

Part I - Results Plan & Results Achieved

Part II - Performance Factors

Part III - Development Plan

Procedural Checklist for Performance/
Attendance Problems

Ten Good Work Habits

Developing a Winning Personality

Exercises

The Boss and I

Getting Along

Face-To-Face

Behaviors

A New Job

WORK SCHEDULE

As a part-time employee, you will work a regular 12 hour week, Monday through Thursday from 1:10 p.m. to 4:10 p.m. During school vacations and certain holidays, you will work full-time from 8:00 a.m. to 4:10 p.m., Monday through Friday. Morning and afternoon breaks as well as your lunch period on full-time days will be covered by your unit supervisor.

The work study program begins on January 30th and concludes on May 24th. Orientation sessions will be conducted during the first two days. The work schedule of the program follows.

January:	30, 31, 2/1 & 2/2
February:	6, 7, 8 & 9 13*, 14, 15 & 16 20*, 21*, 22*, 23* & 24* 27, 28, 29 & 3/1
March:	5, 6, 7 & 8 12, 13, 14 & 15 19, 20, 21 & 22 26, 27, 28 & 29
April:	2, 3, 4 & 5 9, 10, 11 & 12 16, 17, 18 & 19 23*, 24*, 25*, 26* & 27*
May:	4/30, 1, 2 & 3 7, 8, 9 & 10 14, 15, 16 & 17 21, 22, 23 & 24

NOTE: Asterisk (*) indicates school holidays or vacation days when work study employees are scheduled to work full-time.

HOLIDAYS & VACATIONS

AEtna generally observes New Year's Day, Memorial Day, Independence Day (July 4th), Labor Day, Thanksgiving Day and Christmas Day as paid holidays. When a holiday falls on a Tuesday or Thursday, the Monday or Friday is usually considered a holiday as well. Holiday pay is based on the number of hours the employee would normally work (i.e., full-time or part-time). As a work study employee, you are paid for holidays that AEtna observes. Unfortunately, there are no AEtna observed holidays that fall within the program period. Moreover, as a part-time temporary employee, you are not eligible for paid vacations.

PAY PROGRAM

Work study employees are paid on a weekly basis at the hourly

rate of \$4.40. Time cards are used to document your hours. It is important that you correctly record your working hours. This will ensure you receive all the pay that you have earned. As a new hourly employee, you will receive your first Aetna paycheck on the Friday following your first week of work, or on February 10th. Procedures relating to filling out timecards will be covered in greater detail by your unit supervisor.

ABSENCES & ILLNESS

Employee absences can effect the work load within a unit or the productivity of a department. Supervisors will maintain records on the attendance of their work study employees. As part of an agreement between Aetna and the Meriden Public Schools, a work study employee will not be allowed to work on days they are unexcusably absent from school. Additionally, work study employees will not work on days when school is cancelled or during school vacation days when inclement weather forces the cancellation of the bus run. Work study employees will be transported to and from the Aetna work site by school bus only.

The Program Tutor & Coordinator (Mr. Lugo) will notify unit supervisors of any work study employee who is absent from school. Any pattern of absences will be brought to the attention of the work study employee and discussed with the Program Coordinator (Mr. Lugo). As a general requirement, you must maintain satisfactory grades and attendance in order to continue in the work study program. Excessive absences may represent an attendance problem and may require disciplinary action.

In the event a work study employee feels ill or sustains an injury while at work, he or she is responsible for informing their supervisor and reporting to the Health Center. The supervisor may also send a work study employee to the Health Center should they appear unhealthy. This action would be taken out of concern for you, the work study employee.

ASSIGNMENT OF DUTIES

Your supervisor will discuss your job, its major tasks and responsibilities. In reviewing your work assignment with your supervisor and in discussing job preparation with the Program Coordinator (Mr. Lugo), consider the following issues:

- * Understanding the requirements of your job.
- * Acquiring the needed job knowledge and developing any required skills.
- * Being clear on work assignments and instructions.
- * Seeking answering to questions and solutions to problems.

- * Clarifying your expectations and what is expected of you.

PERFORMANCE APPRAISAL

Your supervisor will conduct and submit an evaluation of your work performance. A standard appraisal will be used to assess all work study employees. Your supervisor will discuss your performance appraisal with you and ask you to sign the evaluation form. Signing the form does not necessarily mean you agree with the evaluation. It does mean you have reviewed the evaluation, discussed it with your supervisor and was given an opportunity to to written comments.

PROBLEM RESOLUTION

Guidelines for effective problem resolution involve a process of identifying the problem, determining its causes, and promptly initiating actions to resolve them. Problems usually tend to arise in two principal areas of concern; performance and attendance. In the event a problem situation or incident requires disciplinary action, the process will normally involve:

- * a formal verbal warning
- * a written warning
- * probation
- * termination

THE PP&P MANUAL

As a new Aetna employee, you are provided with a copy of Working With You. This publication provides you with basic information and can serve as a handy reference guide for answering questions about various policies and programs. Whenever you have questions about your job that are not fully answered in this publication, talk with your supervisor or refer to a copy of Personnel Policies and Programs. Your supervisor has a copy of the PP&P manual, which is available for you to review at any time.

WORK EXPERIENCE PROGRAM
PERFORMANCE EVALUATION FORM

Participant:

Aetna No:

Title:

Dept:

Evaluation Period:

Days Absent:

PART A: PERFORMANCE FACTORS

PROCESS: Conduct Part A in three stages. First, review the major features of the position and work assignment, assess the work activities, and rate the performance of the participant. Secondly, review the evaluation with the participant and provide the individual with an opportunity to discuss and challenge those portions that he or she may disagree with. Lastly, modify (if appropriate) and finalize the appraisal and allow the participant to enter written comments (if desired) as part of the record.

STANDARDS: Rate each performance factor using the most appropriate standard (enumerated below) which corresponds with the participant's job performance.

- A - Excellent: superior in quality; achieves expected results and significantly exceeds work requirements.
- B - Good: positive or desirable in quality; exceeds work requirements.
- C - Satisfactory: sufficient or adequate in quality; achieves expected results.
- D - Marginal: lower or limited quality; requires improvement in meeting expected results.
- F - Unsatisfactory: inadequate or lacking in quality; fails to meet expected results and in urgent need of improvement.

PERFORMANCE FACTORS

	A	B	C	D	F
Adaptability: Ability to learn and meet changing conditions.	()	()	()	()	()
Attitude: Willingness to cooperate and carry out directives.	()	()	()	()	()
Dependability: Observance of work hours; works conscientiously and in accord with unit policies.	()	()	()	()	()

	A	B	C	D	F
Initiative and Drive: Interest in job; readiness to assume responsibilities.	()	()	()	()	()
Interpersonal Skills: Ability to work effectively with others; effective oral communications and listening.	()	()	()	()	()
Work Habits: Good attendance and self-control; does not allow personal activities to interfere with job effectiveness.	()	()	()	()	()
Appearance: Neat and well-groomed; dress meets acceptable standards.	()	()	()	()	()
Quality of Work: Accuracy and general performance in meeting acceptable standards and achieving results.	()	()	()	()	()
Quantity of Work: Expected volume or output of satisfactory work.	()	()	()	()	()

PART B: PERFORMANCE APPRAISAL

Write a short, concise statement on each of the following considerations.

Strengths and special skills:

Progress achieved in attaining work performance goals:

Areas requiring improved performance or skill development:

Employment prospects:

Supervisor Comments:

Participant Comments:

Signature _____ (Work Supervisor) _____ (Date)

Signature _____ (Program Participant) _____ (Date)

NOTE: Participant signature acknowledges review of evaluation with supervisor and does not necessarily imply agreement.

ÆTNA LIFE & CASUALTY

RESULTS PLANNING & PERFORMANCE APPRAISAL

Ætna's Results Planning and Performance Appraisal process provides the opportunity for managers/supervisors and employees to jointly discuss expected results and review performance on a regular basis. The process is designed to help employees improve present job performance and their potential for assuming positions with different or higher-level responsibilities consistent with their skills, abilities and career interests.

The Results Plans (Part I) is completed at the beginning of the year or appraisal period and should be adjusted throughout the year as business objectives change. Special emphasis, if any, on particular performance factors (Part II) should also be agreed upon. At the end of the appraisal period, the Results Achieved section, Performance Factors and Development Plan (Part III) should be completed.

This form is designed to be a flexible model for use with all employees. Some sections may not apply, others can be expanded to fit individual needs. This page is perforated and can be discarded when the form has been completed. Please refer to the *Personnel Policies & Procedures* manual for more details on this process.

Part I — Results Plan & Results Achieved

OPERATIONAL RESULTS

For Results Expected/Measurement Criteria, write clear specific statements of the principal results expected for major operations objectives (generally 4-8 items). If applicable, refer to or attach business plans or up-to-date position description. Where possible, include specific measurement criteria — quantity, quality, time and money (profit or expense) and how progress toward achieving each result will be measured. When the results expected cannot be measured quantitatively, indicate what quality standards or judgmental factors will be used to evaluate performance. Indicate the relative importance (priority) of each result expected.

For Results Achieved, comment on the degree and quality of attainment and any extenuating circumstances affecting results.

HUMAN RESOURCES RESULTS

In a similar manner, state and report on objectives in the areas of employee selection and development, affirmative action and, if appropriate, marginal performance identification and resolution.

SELF MANAGEMENT RESULTS

State and report on objectives relative to the employee's self development (e.g., skills and knowledge to be acquired, projects or tasks to be accomplished). Consider job, education and voluntary activities.

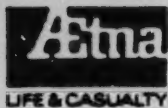
Part II — Performance Factors

FACTOR RATINGS: Complete only those factors which are appropriate to the individual's job requirements. Leave others blank. For the performance factors listed, indicate (X) the effectiveness with which they were applied in achieving the results specified in Part I. Include specific examples of observed behavior for each block checked as "strength," "needs improvement," and "unsatisfactory." When evaluating each factor, apply the following broad definitions: **STRENGTH (ST)** — consistently exceeds expectations or requirements; **SATISFACTORY (SA)** — competently meets expectations or requirements; **NEEDS IMPROVEMENT (NI)** — does not consistently meet expectations or requirements; **UNSATISFACTORY (UN)** — fails to meet expectations or requirements — substantial improvement necessary.

DEVELOPMENT OPPORTUNITIES (DO): In the "Development Opportunities" column, indicate (X) area(s) where improvement is achievable, would maintain or would strengthen current job performance, and/or strengthen potential for assuming increased responsibilities. A development opportunity can exist regardless of the present factor rating.

Part III — Development Plan

This section includes an overall summary of performance and a realistic plan for the employee's short- and long-range development. Assessment of past performance forms the basis for future growth; this section provides a logical sequence for constructing these development plans.



RESULTS PLANNING & PERFORMANCE APPRAISAL

PART I - RESULTS PLAN AND RESULTS ACHIEVED

NAME	TITLE	CLASS LEVEL	APPRAISAL PERIOD
DEPARTMENT DIVISION		LOCATION	

Space provided does not reflect relative weight or priority of results expected in the following categories.

OPERATIONAL RESULTS

1. RESULT EXPECTED/MEASUREMENT CRITERIA

PRIORITY

RESULT ACHIEVED

2. RESULT EXPECTED/MEASUREMENT CRITERIA

PRIORITY

RESULT ACHIEVED

3. RESULT EXPECTED/MEASUREMENT CRITERIA

PRIORITY

RESULT ACHIEVED

4. RESULT EXPECTED/MEASUREMENT CRITERIA

PRIORITY

RESULT ACHIEVED

HUMAN RESOURCES RESULTS

(APPLICABLE TO MANAGEMENT AND SUPERVISORY EMPLOYEES)

1. RESULT EXPECTED/MEASUREMENT CRITERIA

PRIORITY

RESULT ACHIEVED

2. RESULT EXPECTED/MEASUREMENT CRITERIA

PRIORITY

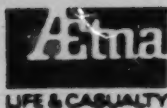
RESULT ACHIEVED

SELF-MANAGEMENT RESULTS

1. RESULT EXPECTED/MEASUREMENT CRITERIA

PRIORITY

RESULT ACHIEVED



PERFORMANCE APPRAISAL -
PART II - PERFORMANCE FACTORS

BEST COPY

NAME	TITLE	CLASS LEVEL	TIME IN POSITION
------	-------	-------------	------------------

PERFORMANCE FACTORS	ST	SA	NI	UN	EXAMPLES	DO
OPERATIONAL RESULTS						
1. <i>Production</i> - Individual/unit consistently produces the expected volume of work; willing to go beyond normal production requirements.						
2. <i>Thoroughness/Accuracy</i> - Sets high standards and consistently achieves high quality results; concerned with getting the job done right.						
3. <i>Planning</i> - Bases plans on thorough analysis of relevant facts; costs and benefits are justified; sets realistic goals and schedules.						
4. <i>Controlling/Project Management</i> - Develops performance or quality control standards; measures results; makes mid-course corrections.						
5. <i>Directing/Leadership</i> - Sets challenging goals; delegates and coordinates effectively; promotes innovation in achieving goals.						
6. <i>Expense Management/Productivity</i> - Matches production needs with appropriate staffing levels; stays within budget; suggests cost-saving measures.						
7. <i>Managing Change</i> - Effectively initiates change and adapts to necessary changes in operations; not wed to old methods when they are no longer practical.						
HUMAN RESOURCES RESULTS						
8. <i>Employee Selection</i> - Selects qualified people; matches applicants' skills and abilities with job requirements.						
9. <i>Results Planning/Performance Appraisal</i> - Plans for subordinates clearly state results expected; effectively evaluates subordinates' results, strengths and development opportunities.						
10. <i>Performance Feedback</i> - Encourages and initiates regular discussions with subordinates; compliments good performance; takes appropriate and timely action with marginal or failing performers.						
11. <i>Development Planning and Support</i> - Works with subordinates in preparing and implementing realistic development plans; initiates and supports appropriate job changes and promotions.						
12. <i>Affirmative Action</i> - Achieves planned staffing for women and minorities; recognizes and acts on development and promotional opportunities.						
SELF-MANAGEMENT RESULTS						
13. <i>Problem Analysis/Decision Making</i> - Thoroughly analyzes problems; makes timely practical decisions.						
14. <i>Self Direction</i> - Personally well-organized; effectively organizes work and utilizes available time; exercises independent action; work habits.						
15. <i>Interpersonal Skills</i> - Effective oral communication and listening; keeps others informed; deals effectively with conflict. Maintains favorable relationships with customers, other departments, etc.						
16. <i>Written Communication</i> - Clear, well-organized and logically developed; reduces complex issues to simple terms. Sensitive to audience.						
17. <i>Job Knowledge</i> - Knowledgeable in methods, techniques and skills required in own area or related functions.						
18.						
19.						

-E13-

PART III - DEVELOPMENT PLAN

This section should reflect realistic development objectives. Where little or no development action is required, explain with a brief statement.

OVERALL PERFORMANCE SUMMARY—Summarize the employee's performance during the appraisal period.

DEVELOPMENT NEEDS—List the high-priority performance areas needing particular attention in order to strengthen **CURRENT JOB PERFORMANCE** and/or **POTENTIAL FOR ASSUMING INCREASED RESPONSIBILITIES**. Reference "Development Opportunities" column on reverse side.

CAREER PATHS—A) List next moves possible from present position. Consider both intra- and inter-departmental movement. If opportunities for assuming increased responsibilities are limited, be candid in stating the limitations. B) List any employee career interests beyond these positions or indicate that employee concurs with this assessment.

DEVELOPMENT PLAN - ACTION STEPS—Outline specific plans for helping the employee achieve the desired development objectives and career interests. Consider special assignments, projects or exposures, broadened responsibilities, coaching or guidance by supervisor, etc. Also consider company training, education courses, outside education, independent reading and volunteer work.

FOR CURRENT POSITION:

FOR LONGER TERM:

COMMENTS—The individual being appraised may comment below on any areas of agreement or disagreement concerning the appraisal or development plan. Any additional comments made by the supervisor completing this form should be discussed with the individual before the form is signed.

COMMENTS

My signature means I have reviewed the appraisal and discussed the contents with my immediate supervisor. It does not necessarily imply that I agree with this evaluation.

—E14—

EMPLOYEE'S SIGNATURE DATE

APPRAISER'S SIGNATURE DATE

52

REVIEWER'S SIGNATURE DATE

PROCEDURAL CHECKLIST FOR PERFORMANCE/ATTENDANCE PROBLEMS

Employee's Name

Supervisor's Name

Date(s)

Procedure

Comments

1. Meeting(s) with employee privately to discuss the problem, possible solutions, and time for correction. (VERBAL WARNING)

2. Written warnings stating problem with specific examples, outlining steps for improvement, and setting sufficient time for improvement sent to employee, with copy to personnel file and management, that same day. (WRITTEN WARNING)

3. Consult with management to discuss situation, steps to correct, as needed.

4. Discussion of probation with employee: Time period, specific areas for improvement, and specific responsibilities of supervisor and employee. Memo sent to employee, file, and management the same day. (BEGINNING FORMAL PROBATION, PROBATION MEMO)

5. Regular discussion and documentation of employee's performance/attendance throughout the probationary period. List all dates. (CHECKING PROGRESS)

6. Decision made at the end of probation: employee terminated, demoted, transferred, removed from probation, or probation period extended.

Nature of decision: _____

7. If employee's performance has improved, memo sent to employee and management, and file stating that the employee is no longer on probation and citing improvement.

8. If probation period has been extended, situation and time period discussed and documented (employee file).

Decision at the end of extended probation: _____

9. Completed checklist sent to management.

TEN GOOD WORK HABITS

1. Develop your abilities. The company hired you to do a job that requires certain abilities. You had abilities and aptitudes necessary for the job. The company now expects you to use them and to take an interest in developing them further.
2. Be reliable. The employer hired you to be on time at the right place at the right time. To keep your job, you must prove that you are reliable.
3. Don't stay away. No employer will put up with poor attendance for very long. The company needs its people every working day. If you are too sick to work phone your boss. Be sure to let him or her know as quickly as possible that you won't be in.
4. Show Initiative. You must be able to work on your own. When you finish one job, go to the next without waiting to be told, or at least find out what has to be done next. Don't stand around doing nothing or else you'll soon be standing around with nothing to do!
5. Be honest. Honest doesn't just mean not stealing supplies. It also means not stealing time. Employees who arrive late and leave early are not being honest. They are getting paid for work they aren't doing. Be honest - employers respect it.
6. Be loyal. You owe your company loyalty. It pays your salary and helps you earn a living. A loyal employee is on his company's side.
7. Be neat. Cleanliness and neatness are never out of place at work. It applies to your work area as much as to you personally. Many people judge a company by its neatness and the appearance of its employees.
8. Be cheerful. A smile and friendly attitude work wonders. Your work will be much more enjoyable and so will the people you work with.
9. Cooperate. Share and work together with other people. Teamwork is a key to your success as an employee.
10. Obey the rules. Every company must have rules and regulations, policies and procedures. No company would stay in business without them; few employees will stay employed if they constantly break them.

THE WORDS "YOU ARE HIRED" ARE NOT THE END, BUT JUST THE BEGINNING OF YOUR CAREER. SHOW THE COMPANY IT PICKED THE RIGHT PERSON!

DEVELOPING A WINNING PERSONALITY

Learn to cultivate the characteristics that make a good impression on others.

The following statements were listed by a survey as important factors in developing a winning personality:

- * To walk as though you were glad to be alive
- * To smile often and when you do, to show a well-kept mouth
- * To be well-groomed and well-mannered
- * To be attentive to and interested in others: friendly, tactful, tolerant
- * To speak clearly and distinctly in a voice that carries conviction
- * To be poised - self-composed
- * To have good posture, to be graceful in movement: giving an appearance of alertness and strength
- * To be educated and show it sufficiently to interest but not to bore. (This doesn't mean one has to have graduated from college, or even high school. True education is more than instruction.)

THE BOSS AND I

"I don't know," said Anne, "Mr. Caldwell seems cold to me. I don't think I could ever talk to him about anything."

"You said you had a complaint. You have to solve your own problem," said Camillo. "Mr. Caldwell is the section chief. Just be polite and state your problem. If you have a suggestion, give it. But don't threaten or make wild statements. Just speak up."

An hour later a smiling Anne returned and told Camillo, "You were right. I told him about the problem, and we were able to solve it."

Directions: Some examples of worker - employer problems are listed below. Select the answer which shows the best way for the worker to handle the problem. Circle the letter of your choice.

1. Mrs. Rolfe said Edna and Edie were good workers. When extra work has to be done, Mrs. Rolfe always asks Edna to stay and do it. Edie would like to earn some of the overtime pay for extra work, too.
She should:
 - A. complain to Edna about it.
 - B. tell Mrs. Rolfe that she would like extra work.
 - C. accuse Mrs. Rolfe of playing favorites.
2. Mr. Fulcher, the foreman, keeps saying that this is no job for a woman. Margaret is supposed to be training to drive a fork-lift, but Mr. Fulcher has her check the stock every day.
Margaret should:
 - A. quit and find another job.
 - B. tell Mr. Fulcher he is behind the times and had better "shape up."
 - C. talk with Mr. Fulcher and ask that her training begin.
3. Miss Gorrell, the head clerk, came to the counter and spoke loudly. She said, "You may be new here, Carrie, but you must keep neater records. This is a disgrace. You young people never do anything right."
Carrie should:
 - A. leave immediately and find better working conditions.
 - B. yell right back at her and get it out of her system.
 - C. talk to Miss Gorrell privately to see how to improve her work.
4. David had worked the 4 P.M. to midnight shift for six months. Workers who started after him had already been put on the day shift. David wanted to be on the day shift, too.
He should:
 - A. forget it and wait until the supervisor moves him to day work.
 - B. talk to the supervisor and ask for work on the day shift.
 - C. demand his rights from the supervisor.
5. One morning, Peter woke up feeling very sick. He had a high fever and knew he really could not work.
He should:
 - A. go back to sleep so he will get better more quickly.
 - B. go to a doctor for a certificate to prove he is sick.
 - C. call the office as soon as it opens and tell them he is sick.

GETTING ALONG, II

Directions: Listed below are some examples of worker actions which may not break rules, but they are problems for co-workers. Read each example and decide the best way to handle the situation. Write the letter of the best action on the line next to each item.

- _____ 1. Carol and Janice sit next to each other. Carol is always talking. This keeps Janice from doing her work. Janice is afraid she might lose her job. She should:
A. listen to Carol, because she is lonely and needs to talk.
B. ask her not to talk while she is working.
C. say, "Oh, shut up, Carol. You talk too much!"
- _____ 2. Ron and Rob were supposed to straighten the storeroom. Rob decided to take a break. An hour later, Rob still hadn't returned. Ron should:
A. just keep on working.
B. tell the supervisor immediately.
C. see if he can find Rob and get him back on the job.
- _____ 3. Tom is new on the job. Al, an older worker, keeps making fun of him. Al says Tom is lazy, doesn't know how to work, and cracks jokes about Tom's appearance and racial background. Tom should:
A. quit and find a better place to work.
B. ignore Al and keep doing the best job he can.
C. do the same thing back to Al.
- _____ 4. When Jill enters the office, she always greets Mrs. Prunit by saying, "Good morning." Mrs. Prunit usually gives her an angry look or says, "What's good about it?" Jill should:
A. ignore Mrs. Prunit.
B. continue to greet Mrs. Prunit.
C. ask for a transfer to a friendlier office.
- _____ 5. Flo had been reading a magazine in the desk drawer all morning while Wanda was stapling the reports. When Wanda asked Flo to help stamp the envelopes, Flo yelled at her. Wanda should:
A. yell back at her.
B. report her to the supervisor.
C. wait for her to calm down and ask again.
- _____ 6. "Martin was really relaxed," thought Henry. He was always pulling pranks on people. Recently, Martin's "big laugh" was setting the office trash can on fire. Henry should:
A. think of a trick to pull on Martin.
B. report Martin's actions to the supervisor.
C. ignore Martin's childish pranks.

FACE-TO-FACE

Karen and Jean were having lunch. Jean said, "You know I don't mind answering the phone now, but when I have to talk with someone 'face-to-face,' I seem to panic."

"Well, verbal communication-especially with a stranger-can be hard. But it is like any other communication skill, Jean. It will leave an impression of you that others will remember. Hopefully, it will be a good impression!"

Directions: Read the following situations and the responses below each. Circle the best response in each situation.

1. Milt went to lunch but is late returning. The foreman asks George where he is.
 - A. Milt's at lunch. Do you want me to give him a message?
 - B. Milt's been gone more than an hour.
 - C. Milt is taking a little extra time for lunch. He'll be right back.
2. Jean is handling the reception desk. Mr. Ziegler said he did not want to be disturbed. The visitor has just asked to see him.
 - A. Could you come back later? He doesn't want to be bothered.
 - B. He is not available right now. Would you like to leave a message?
 - C. He's not in and he won't be back until later.
3. Mrs. Schultz asked Gary to address and mail a package. Gary isn't sure how to spell the customer's name.
 - A. Sure has a funny name, doesn't she?
 - B. Could you spell the name for me please?
 - C. Right away, if you can give me the spelling.
4. Sandy was at work, selling casual clothes. She noticed a person near the counter who seemed confused.
 - A. Just looking, or do you want to buy?
 - B. Hi, what's wrong? Can I help you?
 - C. Hello, may I help you?
5. Lois is typing a letter for Mr. Ziegler. Mrs. Schultz asks Lois to type a letter for her.
 - A. I'm busy. Come back after awhile.
 - B. I'll be glad to-as soon as I'm finished with this one.
 - C. Just put it there. Maybe I'll get to it tomorrow.
6. Mr. Ziegler found several errors in a letter. He needs Lois to retype it.
 - A. What a mess, Lois. I really didn't have your mind on your work, here!
 - B. This isn't quite up to your usual good typing, Lois. Would you please do it over for me?
 - C. I'm really disappointed in you, Lois. You're "falling down" on the job.

BEHAVIORS

Directions: Below are listed some worker job habits and attitudes. Decide which are positive (good) behaviors and which are negative (poor) actions for a worker. Put a P for positive behaviors and an N for negative behaviors on the line next to the number.

- _____ 1. Be assertive-let people know who you are and that they can't tell you anything.
- _____ 2. Keep the company's tools; it will never notice the loss.
- _____ 3. Follow the rules carefully.
- _____ 4. When you have a problem on the job, keep it to yourself.
- _____ 5. Handle the equipment carefully.
- _____ 6. Try to learn more about the job.
- _____ 7. Work overtime, if needed, to finish the job.
- _____ 8. Get along with the other workers.
- _____ 9. Tell the supervisor all the latest gossip.
- _____ 10. If you're tired, take a day off. You must be working too hard.
- _____ 11. Accept suggestions to improve your work.
- _____ 12. Try to work out your job problems with your supervisor.
- _____ 13. You know the job-don't let anyone tell you what to do.
- _____ 14. Watch the clock-never work for free.
- _____ 15. Come to work most of the time.
- _____ 16. Be a loner and look out for 1-that's you.
- _____ 17. Call in when you are ill.
- _____ 18. Try to do the work with as little help as possible.
- _____ 19. Stretch your breaks; it won't break the company.
- _____ 20. Never praise the company. People will think you are a boss's person.
- _____ 21.. Do the best you can and try to get better.
- _____ 22. Don't worry about rules. Remember, rules were made to be broken.

A NEW JOB

Everyone was wondering who would get the promotions. The company had built a new factory, and there were openings for at least five section supervisors. About half of the company workers had applied for the promotions. After a test had been given, the workers with the highest scores were interviewed. Who would be the new supervisors?

Directions: The people interviewed for the supervisor positions are described in the items below. In the blank beside each number, write a P for those workers whose habits would lend themselves to being promoted. Put a U in the blank for those workers who would be unacceptable for a promotion.

- ___ 1. Monica promised to work one Sunday but didn't make it in to the job.
- ___ 2. Mary always seems to show an interest in the work.
- ___ 3. Phil hasn't missed a day of work in four years.
- ___ 4. Nick keeps a clean work area and always puts his tools away.
- ___ 5. Rod is attending night school to learn how to operate computers like the ones in the new factory.
- ___ 6. Marge said, "Either I get promoted, or I'll find a new job."
- ___ 7. Susan never speaks to anyone on the job, at lunch, or after work.
- ___ 8. Mike was upset by the change in his duties and work hours.
- ___ 9. Mick is good at getting others to do his job for him.
- ___ 10. Betty puts out her cigarettes in the waste oil cans.
- ___ 11. Carl spends most of the day watching the time clock.
- ___ 12. Frances saw that more people were needed to finish a job, so she helped out.
- ___ 13. Louisa loses items people lend to her.
- ___ 14. Al's favorite time of the day is quitting time.
- ___ 15. Walter always finishes any job he is asked to do.

APPENDIX F

SCHOLASTIC PERFORMANCE REPORT FOR EMPLOYER

STUDENT PROFILE
TEACHER EVALUATION FORM

Student _____

Teacher _____

Date _____

- A - Excellent: superior in quality; achieves expected results and significantly exceeds work requirements.
- B - Good: positive or desirable in quality; exceeds work requirements.
- C - Satisfactory: sufficient or adequate in quality; achieves expected results.
- D - Marginal: lower or limited quality; requires improvement in meeting expected results.
- F - Unsatisfactory: inadequate or lacking in quality; fails to meet expected results and in urgent need of improvement.

PERFORMANCE FACTORS

	A	B	C	D	F
Adaptability: Ability to learn and meet changing conditions.	()	()	()	()	()
Attitude: Willingness to cooperate and carry out directives.	()	()	()	()	()
Dependability: Observance of work hours; works conscientiously and in accord with unit policies.	()	()	()	()	()
Initiative and Drive: Interest in job; readiness to assume responsibilities.	()	()	()	()	()
Interpersonal skills: Ability to work effectively with others; effective oral communications and listening.	()	()	()	()	()
Work Habits: Exercises good self-control; does not allow personal activities to interfere with job effectiveness.	()	()	()	()	()
Appearance: Neat and well-groomed; dress meets acceptable standards.	()	()	()	()	()

	A	B	C	D	F
Quality of Work: Accuracy and general performance in meeting acceptable standards and achieving results.	()	()	()	()	()
Quantity of Work: Expected volume or output of satisfactory work.	()	()	()	()	()
Attendance:	()	()	()	()	()
Business Education Courses:					
1.	()	()	()	()	()
2.	()	()	()	()	()
3.	()	()	()	()	()
4.	()	()	()	()	()

APPENDIX G

AETNA PERFORMANCE EVALUATION FORM

WORK EXPERIENCE PROGRAM
PERFORMANCE EVALUATION FORM

Participant:

Aetna No:

Title:

Dept:

Evaluation Period:

Days Absent:

PART A: PERFORMANCE FACTORS

PROCESS: Conduct Part A in three stages. First, review the major features of the position and work assignment, assess the work activities, and rate the performance of the participant. Secondly, review the evaluation with the participant and provide the individual with an opportunity to discuss and challenge those portions that he or she may disagree with. Lastly, modify (if appropriate) and finalize the appraisal and allow the participant to enter written comments (if desired) as part of the record.

STANDARDS: Rate each performance factor using the most appropriate standard (enumerated below) which corresponds with the participant's job performance.

- A - Excellent: superior in quality; achieves expected results and significantly exceeds work requirements.
- B - Good: positive or desirable in quality; exceeds work requirements.
- C - Satisfactory: sufficient or adequate in quality; achieves expected results.
- D - Marginal: lower or limited quality; requires improvement in meeting expected results.
- F - Unsatisfactory: inadequate or lacking in quality; fails to meet expected results and in urgent need of improvement.

PERFORMANCE FACTORS

	A	B	C	D	F
Adaptability: Ability to learn and meet changing conditions.	()	()	()	()	()
Attitude: Willingness to cooperate and carry out directives.	()	()	()	()	()
Dependability: Observance of work hours; works conscientiously and in accord with unit policies.	()	()	()	()	()

	A	B	C	D	F
Initiative and Drive: Interest in job; readiness to assume responsibilities.	()	()	()	()	()
Interpersonal Skills: Ability to work effectively with others; effective oral communications and listening.	()	()	()	()	()
Work Habits: Good attendance and self-control; does not allow personal activities to interfere with job effectiveness.	()	()	()	()	()
Appearance: Neat and well-groomed; dress meets acceptable standards.	()	()	()	()	()
Quality of Work: Accuracy and general performance in meeting acceptable standards and achieving results.	()	()	()	()	()
Quantity of Work: Expected volume or output of satisfactory work.	()	()	()	()	()

PART B: PERFORMANCE APPRAISAL

Write a short, concise statement on each of the following considerations.

Strengths and special skills:

Progress achieved in attaining work performance goals:

Areas requiring improved performance or skill development:

Employment prospects:

Supervisor Comments:

Participant Comments:

Signature _____ (Work Supervisor) _____ (Date)

Signature _____ (Program Participant) _____ (Date)

NOTE: Participant signature acknowledges review of evaluation with supervisor and does not necessarily imply agreement.

APPENDIX H
WORKSHOP OUTLINES AND SCHEDULE

EMPLOYMENT WORKSHOP

THE JOB SEARCH

I. The Job Market

- * Economic Conditions
- * Competition for Work
 - o enthusiastic outlook
 - o drive & motivation
 - o ability to learn
 - o desire to be productive

II. Job Qualifications

- * Select an Occupation
 - "Employers are not in the business of helping you 'find yourself'"
- * Assessing Skills
 - o evaluate job descriptions
 - duties
 - responsibilities
 - qualifications & requirements
 - o are your interests & abilities in this career field?
- * Match Basic Skills with Job Requirements
 - o capable of handling duties
 - o capable of learning job
 - o requires minimum amount of training
 - ++ Have you the basic skills and desire to handle the job?
- * Information Sources
 - o Occupational Outlook Handbook
 - starting salary
 - training programs
 - growth/advancement opportunities
 - working conditions
 - future trends
 - o Dictionary of Occupational Titles
 - 20,000 job descriptions

III. Preparing a Resume

- * Purpose
 - o summarize qualifications
 - o create positive image
 - o arouse interest
 - o secure an interview
- * Chronological Resume
 - o designed for people with a solid work history
 - o format
 - name, address & telephone
 - job objective
 - educational qualifications
 - work history
 - special accomplishments
 - military background
 - personal data (optional)

- * Functional Resume
 - o designed for people who are switching fields or starting careers
 - o highlights skills & abilities
 - o stresses relevant job qualification of individual
 - o format
 - name, address & telephone
 - job objective
 - educational qualifications
 - applied skills & abilities
 - work history (if any)
 - military background
 - personal data (optional)
- * Keep It Super Simple (KISS)
- * The 10 Second Scan
 - o communicate facts briefly
 - o ideal candidate
- * Problems Areas
 - o messy
 - o clutter
 - o wordy
 - o hard to read
 - o confusing (facts hard to absorb)

IV. Researching Employment

- * Want Ads
 - o everyone checks them
- * List Companies Hiring People With Your Skills
 - o issues
 - security
 - job satisfaction
 - benefits package
 - financial rewards
 - o small vs large company
 - 84% of workforce in small firms

V. The Cover Letter

- * Basic Parts of Letter
 - o seize attention
 - o stimulate interest
 - o get down to business
 - o bolster your position
 - o request an appointment
- * Review Letter Samples
- * Follow Up Communication
 - o employer initiated interviews 2%
 - o initiate the personal call
 - "If you don't make the call -- you won't get the sale"

VI. The Telephone Contact

- * Be Confident.
- * Call Before 10:00 a.m.
 - o ask for the best time to reach manager
 - o inquire about process
 - screening vs hiring interviews

- * Eight Point Dialogue
 - o call and introduce yourself
 - o establish rapport
 - o get down to business
 - o prepare for the unexpected
 - o ask for the interview
 - o prepare for rejection
 - o get the interview
 - o wrap-up & confirm appointment

VII. The Job Interview

- * Screening vs Hiring
- * All Interviews Are Different
- * Promote Your Qualities
 - o experience & qualifications
 - o attitude toward company
 - o expectation for advancement
 - o sense of maturity & practicality
 - o sense of humor
 - o ability to handle routine problems
 - o ability to work under pressure
 - o motivation
 - o well-balanced personality
- * College Interviewing Perspective
- * Interviewer's Perspective on Questions
- * Interview Questions to Anticipate
 - o questions are loaded or intended to stimulate discussion
- * Interviewing Tips & Questions
- * Follow Up Letter

VIII. Mock Interview & Critique

AFTNA LIFE & CASUALTY

INTEROFFICE COMMUNICATION

TO: Distribution

FROM: Ralph Hylton, EBD Recruiting

DATE: April 17, 1984

SUBJECT: WORK STUDY SEMINARS
SCHEDULE CONFIRMATION

This communication confirms arrangements for the seminar series to be presented to the Meriden Work Study students. These afternoon sessions will be held at Maloney High School in Room 146. The schedule of presentations follows:

Friday, April 27, 1984

Topic: "In a Manner of Speaking"
(Telephone Dynamics)

Time: 12:20 - 1:20 p.m.

Presentor: Caron Tulippe
Policyholder Administration

Equipment: 1/2" video tape player & monitor

Topic: Office Automation

Time: 1:20 - 2:30 p.m.

Presentor: Rosanne Donovan
Office Automation Operations

Equipment: Carousel slide projector & screen

Friday, May 4, 1984

Topic: The Job Search Process (Part I)

- . job qualifications
- . researching employment
- . Aetna careers

Time: 12:45 - 2:15 p.m.

Presentor: Olga Acosta
Recruiting

BEST COPY AVAILABLE

Friday, May 11, 1984

Topic: The Job Search Process (Part II)
 . preparing a resume
 . the cover letter
 . the job interview
Time: 12:45 - 2:15 p.m.
Presenter: Ralph Hylton
 Recruiting

Directions to Maloney High School follow:

- . I-91 south to exit 17
 (East Main Street)
- . turn right (at traffic light) off the exit
 ramp and proceed on East Main Street
- . at the next traffic light, turn right to
 Gravel Street
- . Maloney is about 1/4 mile beyond the light on
 the right

lm

Distribution

O. Acosta, MAA3
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 O. Lugo
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APPENDIX I

ATTITUDE TOWARD WORK TEST

The NM Attitude Toward Work Test is a questionnaire about one's attitudes toward work and careers. It elicits one's attitudes and feelings and has no right or wrong answers. For each of the 25 items, there are two agreement and two disagreement statements. It is a timed instrument which is intended to have students respond within a time limit to avoid excessive deliberation.

An answer sheet separate from the questionnaire is available for machine scoring and group analysis of responses. The instrument can also be scored manually.

The questionnaire is copyrighted (1973) by MONITOR and was developed for and in cooperation with the New Mexico State Department of Education by Educational Evaluation Associates.

The following are the items which comprise the questionnaire:

People seldom use what they learn in school on the job.

Realizing how well we live makes all the hard work worthwhile.

Work is a way of improving your confidence in yourself.

People need to help each other on the job.

Money is the only benefit you get from a job.

Only fools work hard at their jobs.

Society would still function if many people did not do their jobs.

I respect people who are serious about preparing to work.

Many criminals would be good citizens if they had learned a trade in their youth.

A career is a chance to really accomplish something.

Success in most jobs is not related to how well one does in training for the job.

Most workers are not able to earn enough money to be comfortable.

Most workers feel that their jobs are harmful to themselves as people.

People with different skills often must work together to get a job done.

The only thing you get for hard work is aches and pains.

I enjoy learning skills that will help me to be successful in my future occupation.

It is a sign of maturity to devote appropriate attention to preparing for a job.

Most jobs make you feel unhappy and unimportant.

Many jobs enable people to be creative.

Work is a good place for making friends.

Working can enable a person to learn many new and interesting things.

We have a good standard of living because every worker does his fair share.

Teamwork isn't really necessary at all.

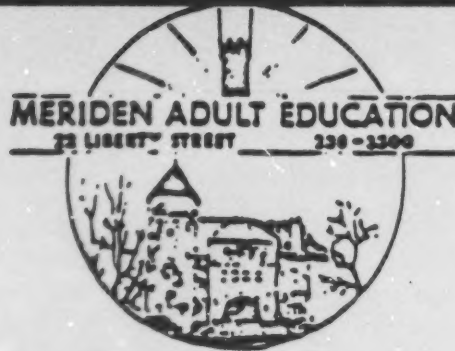
One of the things which makes America great is that people work so hard.

Hard work never hurt anyone.

Students completing the items did so with the options of strongly agree, agree, disagree, or strongly disagree.

APPENDIX J

· ADVISORY COMMITTEE COMPOSITION,
AGENDAS AND MINUTES



ROBERT A. FEMIA
Supervisor,
Adult, Vocational and
Career Education

March 9, 1984

To: Martin Piccirillo
From: Robert Femia, Osinaldo Lugo
Re: Aetna Project Advisory Committee

The Advisory Committee for the Aetna Project has been finalized with the exception of Elaine Mills who is on vacation. The first meeting will be held March 16th at 1:00 P.M. in the Board Room. Dr. Pichanik's office has been notified and she has been invited to the meeting. The Advisory Committee is listed below.

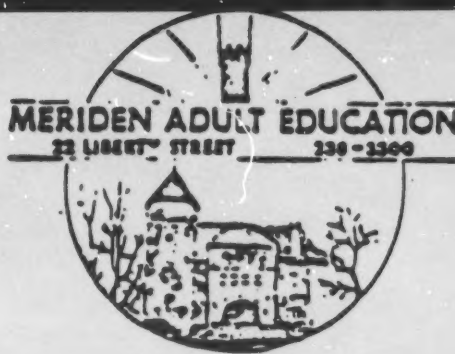
1. Elaine Mills	Aetna
2. Ralph Hylton	Aetna
3. Robert Femia	Board of Education
4. Osinaldo Lugo	Board of Education
5. Martin Piccirillo	Board of Education
6. Richard DeFalco	Board of Education
7. Gerry Meoni	Board of Education
8. Alicia Jackson	Student
9. Carmen Sanchez	Student
10. Patrick Rodrique	Student
11. Cristobal Visbal	Parent
12. Mrs. Shirley Harding	Parent
13. Valentin Oquendo	Parent

MERIDEN-AETNA COOPERATIVE
WORK EXPERIENCE PROGRAM

ADVISORY COMMITTEE

AGENDA

- I Evaluate Program to Date
 - A. Student Progress
 - 1. Aetna
 - 2. Education Department
 - 3. Student
 - B. Progress in terms of Proposal Objectives
- II Recommendations for future programs
- III Discussion and recommendations on skill training needs of students and what high school should be emphasizing for the future.
- IV Visits to Aetna of Chairpeople and/or Business Staff
- V Aetna Student Workshops
- VI Additional business



ROBERT A. FEMIA
Supervisor,
Adult, Vocational and
Career Education

March 21, 1984

To: Aetna Project Advisory Committee

From: Robert Femia

Re: Minutes of March 16, 1984 Aetna Project Advisory Committee

1. Mr Femia introduced everyone and mentioned the "pioneers" role of this student group. The objectives of the Committee were reviewed. These were to work for a successful program and to review the Grant objectives to make sure they were being met. Secondly, ideas would be presented to improve future programs.
2. Alicia, Carmen and Patrick, said that the students were happy in the program and that they were learning new skills. They reported they are learning more than they expected and that they have had minority role models with whom to work. They said they are beginning to vary their work and they hoped this pattern would continue. They recommended continuation of the program in the future and a Human Relations course to make it easier to speak to staff and supervisors.
3. Dr. Piccirillo complimented the students and emphasized the fact that we were pleased with all aspects of the program to date.
4. A discussion was held on student preparation. The students felt more extensive preparation is needed in the future. Miss Meoni felt a comprehensive program should begin in grade 9 with an overall emphasis on current and projected skill needs.
5. Mr. Femia and Mr. Lugo reported that there was improvement in school attendance and performance, and that the students had shown increased personal responsibility.

6. The students indicated that several of them have already received job offers and that they intended to take them. Possible future schooling through Aetna discussed.
7. The Superintendent of Schools came in and complimented the students.
8. Miss Meoni suggested that the students write thank you notes to the supervisors and that a reception be held at the end of the program.
9. Mr. Lugo will meet with Ralph Hylton of Aetna on March 19th to discuss the schedule of student workshops and staff visits.
10. A question was raised about student school schedules at the end of the program. Mr. Femia and Mr. Lugo will discuss this issue with the high school principals.
11. The meeting was adjourned at 2:20 P.M.

The next meeting will be scheduled in April. A notice will be sent.

A. Femia

**MERIDEN-AETNA COOPERATIVE
WORK EXPERIENCE PROGRAM**

AVISORY COMMITTEE MEETING

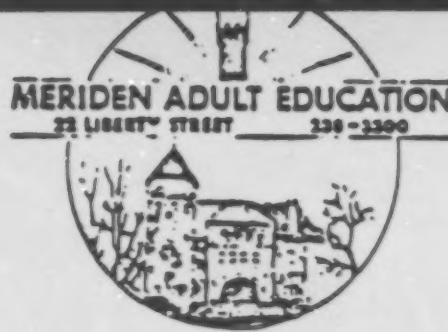
**Location : Teachers' Cafeteria,
Maloney High School**

Time : 2:30 P.M.

Date : April 27, 1984

AGENDA

- I Correspondence**
- II Student Progress**
- III Student Workshops**
- IV Visit to Aetna by Chairpeople**
- V Aetna's Perspective - Mr. Ralph Hylton**
- VI Additional Business**



ROBERT A. FEMIA
Supervisor,
Adult, Vocational and
Career Education

MEMORANDUM

TO: Aetna Advisory Committee

FROM: Robert A. Femia

DATE: April 29, 1984

SUBJECT: Minutes of Apr'l 27th Meeting

An unsolicited letter of praise for one of the program participants, Margarita Morales, was read and discussed.

The students were asked their view on the program progress to date and they responded favorable.

The schedule of student workshops and agenda items were reviewed.

The date for a visitation to the Aetna by the high school business department chairpeople was established.

Ralph Hylton of the Aetna said that Aetna was pleased with the results of the program to date. He provided information on permanent and summer employment possibilities. He also stated that Aetna would like to see the program continue.

RAF:ol

APPENDIX K
NEWSPAPER CLIPPINGS AND OTHER PUBLICITY

Aetna Program Gives Meriden Youths Head Start

By KATHLEEN MEGAN
Courant Staff Writer

MIDDLETOWN — When 19-year-old Carmen Sanchez arrived Monday for her first day as a full-time computer technician at Aetna Life & Casualty, her nameplate already hung above her desk and paper work was stacked high.

On his first day, Luis Mendez, 19, did not need any orientation sessions

before stepping into his job as a file clerk.

Both youths, recent graduates of Maloney High School in Meriden, are familiar with Aetna routines because they participated in a spring semester work-study program at the company's new Employees Benefit Division on Industrial Park Road.

Aetna long has given high school students a chance to work part time, but it never has had a program quite like the \$40,000 work-study arrange-

ment that last spring reached 27 disadvantaged minority students from Meriden high schools.

"We've never accepted students en masse like this from the same school system," said Ralph E. Hylton, an administrator with the Human Resources Department of the company's Employees Benefits Division.

The program dovetailed neatly with the opening of the company's \$145 million complex in Middletown

last October, Hylton said.

"Meriden has a very high percentage of Hispanic residents," he said. "For us, we saw it as a good opportunity not only to get involved with Hispanics, but to try to have a meaningful involvement with the community. . . . It's part of our corporate public involvement program."

The program was the result

See Aetna, Page B1

Aetna Program Gives Students A Head Start

Continued from Page B1

several years of negotiations between Meriden school officials and Aetna.

The city received a \$30,000 grant from the state Department of Education to transport students from Meriden to Middletown. Aetna paid hourly wages of \$4.40, as well as the cost of special training programs for the students.

Although there were no guarantees that students would be offered employment after June, Sanchez, Mendez and a third participant got full-time positions. Another six are being considered for full-time work, while eight others have been hired for summer work, Hylton said. And some of the students are going on to further education.

The job offers show the program was a "smashing success," but it also helped students who did not desire or merit full-time work, said Carol Rady, assistant vice president for Aetna's Human Resources Department. "Those kids received careful training in how to interview for jobs and on other topics."

Dr. Martin Piccirillo, grants administrator for the Meriden Education Department, said he hopes to continue the program next year with a \$34,000 grant through the federal Job Training Partnership Act.



Bobby Roe / The Hartford Courant

Luis Mendez and Carmen Sanchez stand on a walkway overlooking the core of the Aetna Life & Casualty Building in Middletown, where they work after participating in an Aetna program at Maloney High School in Meriden.

"Within that one organization, there are 7,000 employees," Piccirillo said. "The students see everything from the most entry-level position to a senior-level vice president with an income of six figures. They see the potential for growth is unlimited."

Sanchez said she hopes to earn greater responsibility in the next

few years and may return to school to learn more about computers.

Mendez said his family was particularly happy with his employment. "My mother didn't want me to go into the factories," he said. "It's dirty and people get hurt. . . . Here there's more potential. The people are nice and the environment is nice."

BEST COPY

Seniors discover the corporate world from the inside

By DAVID JACOBSON

It's the largest single placement of "cooperative work experience" students in the city schools' history, at one of the largest corporate complexes in the state.

But for 27 Meriden high school seniors, midway through their tenures as part-time employees at the massive Aetna Life and Casualty complex off Interstate 91 in Middletown, it's the little nuances of corporate life that have meant a big learning experience.

The low-income minority students have learned how to deal with The Boss. Preparing for their 12-hour-a-week job on Monday through Thursday afternoons, they've learned how to "dress for access."

Through the \$86,000 program funded by Aetna and state and federal grants, they've learned how a big organization works and whether or not it's for them.

"I expected it to be a small office," said Carmen Sanchez, 19, a Maloney

High School senior. "But when we got there it was this big place, with so many people..."

The complex already houses about 1,000 employees in two departments — claims and policyholder administration. When it's filled with the entire Employee Benefits Division, it will have almost as many employees as there are students in the Meriden school system.

But Ms. Sanchez and her student co-workers discovered that through informal conversations with other employees they were able to make more sense of the sprawling corporate divisions where they worked.

"I feel that I got a lot out of communication with people there, people coming in and out of the office," said Ms. Sanchez. She works distributing tapes to the appropriate computers and composing letters.

But perhaps the toughest communications feat for the young program

enrollees was talking to their supervisors.

"It's a new experience with them to deal with adults outside the school setting. They had to learn a lot of human relations," said Robert Femia, director of the city's vocational, adult and continuing education programs.

Osnaldo Lugo, tutor and coordinator for the Aetna project, said the students' insecurities in dealing with their supervisors was the most common problem they brought to him.

Students like 18-year-old Maloney senior Patrick Rodrigue have become more attuned to the larger corporation.

"My supervisor is one of the big bosses, but she works under another boss," he said.

Maloney senior Gloria Febles, 18, summarized her own acquired wisdom: "You shouldn't be scared of the boss, but you should have respect."

Perhaps the most immediately noticeable

changes among the Aetna students are their dress, attendance records and attitudes, program administrators said. Their job status — working in pleasant corporate surroundings for \$4.40 an hour instead of their usual minimum wage — has brought responsibilities.

"You have to make sure you go to school or you can't make money," said Ms. Febles. "Also, you want to be treated with respect at work and people will only do that if you're responsible."

Program administrators said the Aetna students' school absenteeism and tardiness records were better than the norm. The 27 students have missed a total of 26 days of school in the program's five weeks so far.

And while the midday commuters draw stares with their dresses, white shirts and ties, most said fellow students are more impressed than mocking.

"People notice you because you're all dressed up," said Rodrigue. "They say, 'Whoa! What's this? Where you going?'"

Dressing to just the right level was another lesson in the subtleties of corporate life. Ms. Sanchez noted, "some departments said you could dress comfortably, so you could dress in jeans. But it's not really appropriate, so everybody wears nice dresses."

Indeed, whether they're sorting the mail or digging up policy information with a computer, the Aetna students have learned that corporate life is a challenge not without doldrums.

"They probably thought it would be more fun, probably more glamorous, probably not as repetitious in some areas," said Ralph Hyton, administrator of recruiting programs for the Middletown offices.

"Until you've worked, your percep-

tions are likely to be different than the work world is," Hyton said.

For at least one student, who asked not to be identified, the program has convinced him the big corporate scene was not for him.

"The (Aetna) place is too big," he said. "You don't get to know everybody like in a smaller place. The money's important to an extent, but I'd rather not work in a place where I'm making big bucks but feeling very pressured and unhappy with my job."

Ms. Sanchez, however, said she's gotten over her initial awe: The operation's size and complexity "kind of grows on you," she said.

Along with several others, Ms. Sanchez hopes to graduate to a job with the huge insurer. Hyton said that depending on how much hiring Aetna is doing when the program ends in late May, work experience students may be prime candidates for jobs.

BEST COPY

Getting to know us . . . a continuation of the feature series on EBD departments

Aetna's wide variety of programs for selecting, developing and motivating employees is proof positive that people are the company's most valuable resource. Helping division management and employees make the best use of these programs is the job of the

EBD HUMAN RESOURCES DEPARTMENT

EBD's Human Resources Department (HRD) has grown and changed in its brief existence. Two years ago, as part of a company effort to bring personnel support services closer to division management, units were consolidated from Corporate Personnel and several sections of EBD (TP&S, Marketing, and Claim). Given its relatively small size (50-60 employees), its responsibilities are impressively diverse, serving field and Home Office operations through these sections: Recruiting, Human Resources Services, Education and

Development Consulting, and Human Resources Development Programs.

RECRUITING

Recruiting's mission is clear: to find highly qualified candidates for both entry level and advanced skills jobs. The move to Middletown caused the division to expand its recruiting efforts into South Central Connecticut in 1981 through the Middletown Recruiting Office. It has also served as a base for outreach to regional high schools, colleges, and community-based organizations which weren't familiar with opportunities at Aetna. Good working relationships have been developed through training programs, curriculum consulting, and Aetna tours. Through programs like the Meriden Workstudy Program, young people get an opportunity to experience business work culture first hand, and hiring supervisors get "Aetna-experienced" candidates to consider for permanent hiring upon graduation.

The recruiting function officially joined the division in 1983. However, close ties are maintained with Corporate Recruiting in such areas as data processing and college recruiting. Information on applicants, whether they apply in Middletown, CityPlace, Windsor, or the Central Recruiting Office, is also shared through CRIS II (the Corporate Recruiting Information System). The Middletown Recruiting Office consolidated with EBD recruiters in Hartford when they all

moved to the new EBD building on March 30.

HUMAN RESOURCES SERVICES

HRD also has a focus on the people who already work for the division. The Services section is concerned with job/pay analysis, management information, employee relations/equal opportunity, and career counseling.

The Compensation unit maintains JES — the computerized Job Evaluation System and assigns the right value to jobs within the division, making sure there is consistency with similar jobs in other divisions and in the marketplace. It also counsels managers on proper pay administration, overlapping job functions, career path design, job structure, and span of control. In addition, Compensation helps management develop, administer, and monitor performance bonus and special incentive programs.

The Productivity Services unit helps management measure productivity and increase effectiveness. Various programs measure the cost and volume of individual or group work. Often, the employees themselves are directly involved in helping management analyze problems and suggesting ways to improve productivity. To date, EBD has involved just about half its workforce (approximately 7,000 employees — home and field offices combined) in productivity-related programs.

In addition, HR Services helps



Participating in the HRD workstudy program, Sonia Ramos, a Meriden high school student, works as a part time, temporary employee in PA's Mail and Audit unit.

Highlights

Meriden, Connecticut

Volume IV, No. 4

April 19, 1984

The Aetna Project

This is how the Business Office Skills Development program is known. There are twenty-seven minority high school students from Maloney and Platt who work four afternoons each week at the new Employee Benefits Division of the Aetna Life & Casualty Company in Middletown. These students work in the Policyholder/Administration Department and the Claims Department. This is the first time that Aetna has had so many students working from one school system and it's the first time that so many students from our high schools have worked in one organization. These students enjoy experience working twelve hours per week at the rate of \$4.40 an hour. The Aetna is paying approximately \$30,000 in hourly wages and the State Department of Education awarded us \$30,000 for the salary of the program's Tutor/Coordinator and for student transportation. In addition, students will earn one-half credit for fulfilling cooperative work experience requirements.

The purpose of the program is to provide these students with the opportunity to apply and further develop basic clerical skills and general business procedures taught in the Business Office Education programs in each high school. The Employee Benefits Division of Aetna has office equipment and technology that is far too complex and expensive for our schools to own. This opportunity also helps our students to decide whether or not they would like to continue this type of work or some other occupation.

The students attend class every day and work from 1:10 p.m. to 4:10 p.m. Monday through Thursday. On Friday they review and discuss among themselves and with Osvaldo Lugo, the program Tutor/Coordinator, what has occurred during the week and what can be learned from these shared experiences. Also, Geraldine Meoni, Business Department Chairperson at Platt, and Richard DeFalco, Business Department Chairperson at Maloney, work closely with the students to assure their success at Aetna and with their high school programs which are top priority. Robert Femia, Supervisor of Continuing, Vocational, and Career Education, has worked closely with the students and staff ever since the program has been in effect. Mr. Lugo and Mr. Femia have been working closely with Aetna staff members who have been extremely cooperative and supportive.

Students are evaluated periodically by Aetna staff and by high school faculty as part of the cooperative work experience requirements. Both Aetna and high school staff will discuss with each student the results of the evaluation so that students can make any necessary adjustments in their work efforts. These staff members have communicated with each other on a continuing basis so that help could be provided to students whenever needed. The students' reactions to this opportunity with the Aetna were presented in an article on page 3 of the April 4, 1984, publication of the Meriden Record-Journal. Their reactions are very frank and interesting.

(Cont'd on page 15)

Meriden's Target Program

Shana Gardner, fifth grader from Franklin Elementary School, photographs her family with her handmade "oatmeal" box camera on their visit to a photography workshop held by Ms. Nancy Whitcher's Saturday photography class.

Shana is a part of Meriden's Target Program, a supplementary educational program for the gifted and talented in grades four through eight.

The series of twelve Saturday classes offered in photography has given students a hands-on, challenging opportunity to learn to work in a darkroom and to print direct light photographs as well as to make a pinhole box camera and to print the best results.

An exhibit of photographs from this class will be shown in the board room of City Hall during the month of May.

Ms. K. Hettrick, teacher of students from grades K-4 and Ms. N. Whitcher, teacher of students from grades 5-8 welcome you to see the exhibit of drawings, paintings, and sculptures from these Saturday art classes.

Ms. Nancy Whitcher
Art Teacher
Platt High School



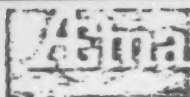
Shana Gardner, Student Photographer

Continued from cover page - "The Aetna Project"

In addition to our staff, thanks must be extended to some very special people at Aetna's Employee Benefits Division: Carol Rady, Assistant Vice-President; Sherrie Hitchcock, Manager, Employee Benefits Division Recruiting; Elaine Mills, Administrator; and Ralph Hylton, Administrator, Relations and Recruiting Programs, have been key individuals who helped this program come into existence and have made it succeed for every student involved. Without them, there wouldn't be a program.

APPENDIX L

UNSOLICITED LETTER OF PRAISE
FOR MARGARITA MORALES, PROGRAM PARTICIPANT



INTEROFFICE COMMUNICATION

TO Maggie Morales
FROM Linda Gronlund, Administrative Supervisor, Claim, EBD, MA61
DATE March 28, 1984
SUBJECT YOUR PERFORMANCE

As you know, I will be leaving this position the end of this week and will be working on the 5th floor effective Monday. Before I "officially" leave, I want to express my appreciation to you for all your help.

You've done an excellent job! Your typing skills are very good and you produce extremely good quality work. You follow instructions very well and finish all your work on a very timely basis. I depended on you a lot and you always pulled through.

More importantly, though, you're a pleasure to work with and I'm glad I had the opportunity to do so.

Keep up the good work and don't forget to come down and visit me!!

Linda

c: S. Appleby, Claim, EBD
R. Martin, Vice President, Claim, EBD
A. Parven, Assistant Vice President, Claim, EBD
E. Mills, Administrator, Recruiting Operations, EBD ✓

BEST COPY

-L1-

93

"Fine, I'm glad I met you"

CAT. 178438
PRINTED IN U.S.A.

APPENDIX M

BOARD OF EDUCATION AND AETNA
RECEPTION INVITATION SAMPLES



BOARD OF EDUCATION
MERIDEN, CONNECTICUT

BOARD MEMBERS
William D. Hall
Herbert F. Kenny, Jr.
John Mantzaris
Robert L. Montemurro
Patrick M. Noonan
Mrs. Mildred V. Richards
Hector A. Rivera

City Hall, 142 East Main Street
Meriden, Connecticut 06450
Telephone: (203) 634-0003

John M. DeGennaro
Superintendent of Schools

Louis D. Saloom
Deputy Superintendent

J. Russell Garris
Assistant Superintendent

January 12, 1984

Ms. Gladys Labas, Supervisor
Bilingual and Migrant Education
Meriden Board of Education
22 Liberty Street
Meriden, Connecticut 06450

Dear Ms. Labas,

A reception will be held in recognition of the Aetna Work Experience Project for our high school seniors. Students, parents, Aetna personnel, Board of Education members, school staff, Connecticut State Department of Education staff, and community leaders will attend the reception.

Please attend so that we can celebrate this wonderful opportunity for our students. The reception details are:

Date: Monday, January 23, 1984

Time: 3:00 p.m.

Place: Maloney High School Library (second floor)

Thank you.

Sincerely,

Osinaldo Lugo
Program Tutor/Coordinator

OL:jdf



Employee Benefits Division
151 Farmington Avenue
Hartford, CT 06156
(203) 273-0123

May 21, 1984

Mr. Osinaldo Lugo, Program Tutor/Coordinator
Meriden Public Schools
22 Liberty Street
Meriden, CT 06450

Dear Mr. Lugo:

It is clear from every indication that the cooperative work experience program with the Meriden Public Schools has been quite successful. Through their work study assignments, students have gained practical experience, worked productively and enhanced their employability. We also feel the program has developed a pool of employment candidates with good Aetna experience.

As a closing activity, our Human Resources Department is holding a reception for the program participants. You are cordially invited to join us. The reception is scheduled for:

DATE: June 8, 1984
TIME: 2:30 - 3:30 p.m.
PLACE: EBD Corporate Headquarters
Aetna Life & Casualty
2nd Floor Cafeteria
Middletown, CT

A number of EBD Officers and the Workstudy Supervisors have been invited to the reception. Therefore, the reception will provide an excellent opportunity to meet all of the people associated with the Meriden Workstudy Program. I hope you are able to attend and look forward to seeing you on June 8th.

Sincerely,

Ralph Hylton, Administrator
EBD Recruiting

sch

APPENDIX N
SURVEY RESULTS

SURVEY RESULTS - STUDENT WORK ASSIGNMENTS

1. Filing.
2. Bookkeeping.
3. Typing.
4. Word Processing.
5. Data Processing on CMS Terminals.
6. Mail Classifying and Distribution.
7. Preparing Items for Mailing.
8. Xeroxing Micro-fiche for Mailing to Policyholders.
9. Finding Information on the Computer.
10. Calculation and Computation.

APPENDIX O :
SCHOOL ABSENTEEISM

MERIDEN-AETNA COOPERATIVE WORK EXPERIENCE PROGRAM

SCHOOL ABSENTEEISM
SCHOOL YEARS OF 1982-83 AND 1983-84
(FEBRUARY-MARCH-APRIL)

<u>Name</u>	<u>1982-83</u>	<u>1983-84</u>
1. Marc Harding	9	2
2. Carmen Sánchez	6	2
3. Luis Méndez	0	0
4. Diana López	2	1
5. Patrick L. Rodrigue	3	2
6. Ovidio Fernández	0	1
7. Loyda Soto	5	3
8. Nydia Díaz	1	0
9. Timothy Johnson	1	1
10. Carmen Y. Pagán	1	1
11. Diana Bonet	4	4
12. Gloria Febles	3	4
13. Evelyn Talavera	4	4
14. Cynthia Pinckney	2	2
15. Nancy Torres	0	1
16. Sonia Ramos	2	0
17. Maritza E. González	4	0
18. Eneida Cardona	4	4
19. Theresa Thompson	1	1
20. Juana González	0	0
21. Patricia Jenkins	4	2
22. Alicia Jackson	3	2
23. Myrtha López	3	3
24. Doreon Moss	3	2
25. María Oquendo	5	1
26. Margarita Morales	0	0
27. Sharon Spikes	0	0
TOTALS	70	43

ABSENTEEISM DECLINE - APPROXIMATELY 39%

**ATTENDANCE COMPARISON OF AETNA PARTICIPANTS
AND HIGH SCHOOL POPULATION**

FEBRUARY - MAY 1984

	Feb	March	April	May
Platt High School	89.51%	89.07%	88.28%	88.20%
Maloney High School	89.63%	86.57%	85.99%	87.82%
High School Average Attendance, Feb - May			88.13%	
Aetna Program Average Attendance, Feb - May			94.42%	